

# INEQUALITY, SOCIAL PROBLEMS, AND CHANGE

Department Website: <https://crownschool.uchicago.edu/academic-programs/uchicago-college-minor> (<https://crownschool.uchicago.edu/academic-programs/uchicago-college-minor/>)

## MINOR IN INEQUALITY, SOCIAL PROBLEMS, AND CHANGE

The Inequality, Social Problems, and Change minor offers students the opportunity to deepen their understanding of the nature of inequality as it takes shape in pivotal societal institutions and to formulate feasible pathways for reducing inequality and improving quality of life. The minor prepares students to effect change by learning how to move from theory to action on social challenges related to their chosen profession. Course work in the minor is designed to complement the knowledge base students gain in their majors across disciplines. The minor provides students with foundational knowledge about the causes and consequences of social inequality in its various forms, including economic, racial, gender, and class. All courses attend to social change, ranging from offering hands-on experience in addressing inequality on the ground level to interrogating the relative merits of concrete avenues for effecting change. Students will transform conceptual knowledge into action by learning about a range of strategies that can be used to address disparities. The minor facilitates multilevel, multisystem thinking, with the explicit goal of effecting change to reduce social inequality and social problems.

### PROGRAM REQUIREMENTS

Students must take a total of five approved courses to complete the minor in Inequality, Social Problems, and Change, including one foundation course and four elective courses.

1. **One foundation course.** Students are required to take one of two foundation courses: Either SSAD 25810 Social Problems, Social Policy, and Social Change or SSAD 25002 Social Welfare Policy and Services. Both of these foundation courses provide students with an understanding of the historical context giving rise to different forms of inequality and strategies for change. Students are strongly encouraged to take one of these courses before taking elective courses in the minor.
2. **Four elective courses:** Students will take four approved elective courses. The list of approved electives changes every year. Examples of approved electives are listed below. The full list of approved courses for the current academic year can be found at [crownschool.uchicago.edu/college-minor](https://crownschool.uchicago.edu/college-minor) (<https://crownschool.uchicago.edu/college-minor/>). Elective courses are organized into specific domains of inequality (e.g., communities and cities; global and migration; law and social justice; poverty, family, and work; and health and mental health). In consultation with the faculty director, students may choose to take several courses in one domain to deepen their knowledge in a particular topic or take courses across several domains to broaden their understanding of inequality and social change across multiple areas.

### SUMMARY OF REQUIREMENTS

SSAD 25810	Social Problems, Social Policy, and Social Change	100
or SSAD 25002	Social Welfare Policy and Services	
Four SSAD electives *		400
Total Units		500

\* One of these electives may be an SSAD graduate course.

### ELECTIVE COURSES

#### Communities and Cities Domain

SSAD 21100	How Things Get Done in Cities and Why	100
SSAD 23412	Schools and Society	100
SSAD 28112	Community Organizing	100
CHDV 20305	The Construction of Education Inequality: Policy and Practice	100
LLSO 29705	Democracy and Equality	100
PBPL 25704	Environmental Justice in Chicago	100
PLSC 20817	Race, Social Movements and American Politics	100
PLSC 26000	Race and Politics	100
RLST 10102	Religion, Reason, and the State	100
SOCI 20233	Race in Contemporary American Society	100
SOCI 20269	Policing the City	100

SOCI 20503	Sociology of Race and Racism	100
SOCI 20521	Sociology of urban planning: cities, territories, environments	100

### Global and Migration Domain

SSAD 21200	Policing, Citizenship, and Inequality in Comparative Perspective	100
SSAD 21300	Global Mental Health	100
SSAD 25003	Immigration, Law and Society	100
SSAD 25112	Contemporary Immigration Policy and Practice	100
SSAD 26922	Structuring Refuge: U.S. Refugee Policy and Resettlement Practice	100
CCTS 21009	Justice, Solidarity, and Global Health	100
PBPL 27809	Violence in the Early Years	100
PBPL 28498	Practicum: Women and Society	100
PPHA 32760	Foundational Perspectives in Global Health and Social Development	100
PLSC 21820	Global Justice and the Ethics of Immigration	100

### Poverty, Family, and Work Domain

SSAD 20550	Food Insecurity and Food Policy in the U.S.	100
SSAD 25005	Inequality at Work: The Changing Nature of Jobs and Prospects for Improvement	100
SSAD 25630	Poverty, Work, and Family Policy	100

### Law and Social Justice Domain

SSAD 25003	Immigration, Law and Society	100
SSAD 25004	Punishment and Social Theory	100
SSAD 27452	Smart Decarceration: A Grand Challenge for Social Work	100
PBPL 23300	Justice, Equity, and Opportunity: Shifting Approaches to Criminal Justice Reform	100
PBPL 25860	Crime, Justice, and Inequality in the American City	100
PBPL 28501	Process and Policy in State and City Government	100

### Health and Mental Health Domain

SSAD 21300	Global Mental Health	100
SSAD 22812	Examining Historical Trauma: Intergen Resp. to Holocaust	100
SSAD 25732	Prejudice and Discrimination: Individual Cost and Response	100
ANTH 22845	Xenophobia and the Politics of Belonging	100
CCTS 21009	Justice, Solidarity, and Global Health	100
CHDV 23405	Cultural Diversity, Structural Barriers, and Multilingualism in Clinical and Healing Encounters	100
RLST 10102	Religion, Reason, and the State	100

## ADVISING AND GRADING

Courses in the minor may not be double-counted with the student's major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Students who elect the minor must meet with the faculty director for the minor before the end of Spring Quarter of their third year to declare their intention to complete the minor. The director's approval for the minor program should be submitted to a student's College adviser by the deadline using the Consent to Complete a Minor Program ([https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent\\_Minor\\_Program.pdf](https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf)) form available from the College adviser.

## INEQUALITY, SOCIAL PROBLEMS, AND CHANGE COURSES

### Communities and Cities Courses

#### SSAD 21100. How Things Get Done in Cities and Why. 100 Units.

Innovation. Prosperity. Democracy. Diversity. Cities long have been lauded as unique incubators of these social features. In contrast to the national level, the smaller scale and dense diversity of cities is thought to encourage the development of civic solutions that work for the many. But cities are inhabited by distinct groups of people with divergent interests and varied beliefs about how to address countless urban issues, such as creating jobs, delivering education, ensuring safe neighborhoods, promoting environmental sustainability, and taking care of the vulnerable. Many groups and organizations have an interest in the outcomes of these processes. Some take

action to try to shape them to their own advantage, while others have few chances to make themselves heard. This course examines the social and political dynamics that undergird possible avenues for creating social change in cities, including interest representation, decision-making, and inclusion/exclusion. We will draw insights from multiple disciplines and explore a variety of substantive areas, such as housing, public safety, economic development, education, and the provision of social welfare. This course is part of the College Course Cluster program: Urban Design.

Terms Offered: TBD

Equivalent Course(s): LLSO 21100, PBPL 25006, SOCI 20294

**SSAD 23412. Schools and Society. 100 Units.**

The course begins with an introduction to the history, development, and basic tenets of cultural studies.

Throughout our work together, we will examine how social class, race/ethnicity, and gender are represented in literacy, language, and cultural theories and research that examine reproduction and resistance. Using cultural studies as the point of departure, this course explores the intersection of culture, power, and language (both oral and written) within schools and school systems. In accordance with the tenets of cultural studies, the course is guided by the presumption that culture (as it is realized through the functioning of schools and their agents and the experiences, knowledge, expressions, dispositions, and meaning-making of people of color, women, and low-income or working-class individuals) is critical for understanding and intervening in the reproduction of social and economic inequality. In order to understand the reproduction of inequality we will examine theories and empirical investigations that explore how structures of domination and subordination are reproduced and social difference and inequality are reinscribed through the cultural practices that are reflected in schools. We will also analyze the extent to which the cultural practices and experiences of marginalized individuals simultaneously contribute to the process of reproduction and also affirm the emancipatory possibilities of resistance.

Equivalent Course(s): EDSO 63412, EDSO 23412, SSAD 63412

**SSAD 25003. Immigration, Law and Society. 100 Units.**

Law is everywhere within the social world. It shapes our everyday lives in countless ways by permitting, prohibiting, protecting and prosecuting native-born citizens and immigrants alike. This course reviews the major theoretical perspectives and sociological research on the relationship between law and society, with an empirical focus on immigrants in the United States, primarily from Mexico and Central America. To begin, we explore the permeation of law in everyday life, legal consciousness, and gap between "law on the books" and "law on the ground." The topic of immigration is introduced with readings on the socio-legal construction of immigration status, theories of international migration, and U.S. immigration law at the national and subnational levels. We continue to study the social impact of law on immigrants through the topics of liminal legality; children, families, and romantic partnerships; policing, profiling, and raids; detention and deportation; and immigrants' rights. This course adopts a "law in action" approach centered on the social, political, and cultural contexts of law as it relates to immigration and social change. It is designed to expose you to how social scientists study and think about law, and to give you the analytical skills to examine law, immigration, and social change relationally.

Terms Offered: TBD

Equivalent Course(s): PBPL 25003, LACS 25003, HMRT 25003, SOCI 28079, RDIN 25003

**SSAD 28112. Community Organizing. 100 Units.**

This is a class about community organizing and how organizing brings about collective action. Through analysis of both historical and contemporary community organizing efforts, students will learn how organizing mobilizes people to gain power and influence over public policy and decision-making that directly impact them. Students will be introduced to different conceptual models of organizing, as well as how these models employ different theories of social change. The course emphasizes the "nuts-and-bolts" of organizing, ranging from strategic vision formulation to campaign development to one-on-one engagement. Students will have the opportunity to learn, discuss, and employ these different organizing skills and techniques through in-class exercises and group projects.

Equivalent Course(s): SSAD 48112, CHST 28112, HMRT 34950

**CHDV 20305. The Construction of Education Inequality: Policy and Practice. 100 Units.**

The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College Course Cluster: Urban Design.

Instructor(s): M. Keels Terms Offered: Autumn

Note(s): CHDV Undergrad Distribution: B; Grad distribution: 2

Equivalent Course(s): RDIN 20305, EDSO 20305, EDSO 40315, CHDV 30315, PBPL 20305, RDIN 30305

**PBPL 25704. Environmental Justice in Chicago. 100 Units.**

This course will examine the development of environmental justice theory and practice through social scientific and ethical literature about the subject as well as primary source accounts of environmental injustices. We will focus on environmental justice issues in Chicago including, but not limited to waste disposal, toxic air and water, the Chicago heat wave, and climate change. Particular attention will be paid to environmental racism and the

often understudied role of religion in environmental justice theory and practice. Throughout the course we will explore how normative commitments are expressed in different types of literature as well as the basis for normative judgments and the types of authorities authors utilize and claim as they consider environmental justice.

Instructor(s): Sarah Fredericks Terms Offered: Winter

Equivalent Course(s): AMER 25704, CEGU 25704, CHST 25704, KNOW 25704, HMRT 25704, RLST 25704, RDIN 25704

**PLSC 20817. Race, Social Movements and American Politics. 100 Units.**

Throughout history it has often been the collective action of the most oppressed groups that has changed political systems and hierarchies in unprecedented ways, providing a vehicle for the participation of the those formally disempowered. It is just such collective political action that we will examine in this course. Throughout the quarter we will concentrate on one particular form of collective resistance-social movements. Given the rise of race-based social movements such as the Immigrant's Rights Movement and the Movement for Black Lives, exploring this form of mobilization, voice and political participation seems especially pertinent to the study of American politics today. Under consideration throughout the quarter will be such questions as: What counts as a social movement? What motivates people to engage in such activity? What are the challenges that movements and their leaders face? What impact do social movements have on the distribution of the lives of marginal communities and the general functioning of the state?

Instructor(s): Ramon Garibaldo Valdez Terms Offered: Winter

**PLSC 26000. Race and Politics. 100 Units.**

Fundamentally, this course is meant to explore how race, both historically and currently, influences politics in the United States. For example, is there something unique about the politics of African Americans? Does the idea and lived experience of whiteness shape one's political behavior? Throughout the quarter, students interrogate the way scholars, primarily in the field of American politics, have ignored, conceptualized, measured, modeled, and sometimes fully engaged the concept of race. We examine the multiple manifestations of race in the political domain, both as it functions alone and as it intersects with other identities such as gender, class, and sexuality.

Instructor(s): C. Cohen Terms Offered: Autumn

**RLST 10102. Religion, Reason, and the State. 100 Units.**

The second quarter of this sequence explores the work of key theorists on the role of religion in modern society, politics, and the state. Central questions include: How has state power transformed religious institutions, knowledge, and practice? How can we account for the persistence of religious commitments in the face of secularization? What role has religion played in revolutionary movements and in resistance against state power?

Instructor(s): Alireza Doostdar Terms Offered: Winter

Prerequisite(s): No prerequisites.

Note(s): This is the second of a two-quarter sequence. Students may enroll in either one of the courses in this sequence independently of the other course. This course counts as a Gateway course for RLST majors/minors.

Equivalent Course(s): ANTH 23915

**SOCI 20269. Policing the City. 100 Units.**

This course explores the historical origins, evolution, and current manifestations of policing the United States. Using a political sociological perspective, this course explores policing in ways that will provide broader lessons about societal issues of social control, social order, race, class, crime, social psychology, and politics. The course examines key issues in policing, such as police brutality, racial profiling, and the management of social protest. It also reviews the historical origins of the policy in order to understand that modern day policing issues is much more of a continuation of the past than most think. Reading and course material will be discussed in relation to current events.

Instructor(s): R. Vargas Terms Offered: Spring

Equivalent Course(s): SOCI 30269

**SOCI 20503. Sociology of Race and Racism. 100 Units.**

This course is designed to help students begin to develop their own informed perspectives on American racial "problems" by introducing them to the ways that sociologists deal with race and racism in the US. We will begin by talking generally about the basic structure of racial formations in the contemporary US, the mechanisms by which they are reproduced, and possibilities for resistance and change. In the second part of the course, we will turn to the issue of popular representations of people of color in the US. We will look specifically at how African American, Asian American Latino and Native American women and men are portrayed in popular culture.

Instructor(s): J. Bell Terms Offered: Winter

**SOCI 20521. Sociology of urban planning: cities, territories, environments. 100 Units.**

This course provides a high-intensity introduction to the sociology of urban planning practice under modern capitalism. Building upon urban sociology, planning theory and history as well as urban social science and environmental studies, we explore the emergence, development and continual transformation of urban planning in relation to changing configurations of capitalist urbanization, modern state power, sociopolitical insurgency and environmental crisis. Following an initial exploration of divergent conceptualizations of "planning" and "urbanization," we investigate the changing sites and targets of planning; struggles regarding the instruments, goals and constituencies of planning; the contradictory connections between planning and diverse configurations

of power in modern society (including class, race, gender and sexuality); and the possibility that new forms of planning might help produce more socially just and environmentally sane forms of urbanization in the future.  
 Instructor(s): N. Brenner  
 Terms Offered: Winter  
 Equivalent Course(s): PLSC 20521, ARCH 20521, KNOW 30521, GEOG 20521, SOCI 30521, PBPL 20521, CHST 20521, CEGU 20521, PLSC 30521, PPHA 30521

### Global and Migration Courses

#### **SSAD 21200. Policing, Citizenship, and Inequality in Comparative Perspective. 100 Units.**

Police provide an essential service for citizens - security and protection - without which the exercise of all other rights becomes heavily constrained. Police institutions are also the primary entity of the state with which most citizens come into direct contact. In practice, however, governments throughout the Americas (and beyond) have long struggled to organize police institutions such that they address societal demands for security, and that the deployment of coercion against citizens is applied equitably and constrained by law and external accountability. From São Paulo and Johannesburg to Chicago, police forces engage in widespread extrajudicial killings and torture that largely target marginalized sectors of society, including Afro-descendants, the poor, and those living in the urban periphery. At the same time, these groups are also underserved by their police, leaving them vulnerable to high rates of criminal violence. Through comparative analysis of police institutions in Latin America, the United States, and other regions, this course probes the ways in which police institutions shape the lived experiences of individuals and how police may help reproduce existing social inequalities.

Equivalent Course(s): HMRT 21201

#### **SSAD 21300. Global Mental Health. 100 Units.**

Global mental health has emerged as a priority for multilateral institutions like the World Health Organization and World Bank, for international non-governmental organizations, and for academic researchers alike. This course examines the foundations, practices, and critiques of this field. We will explore how sociocultural processes shape the experience of distress and mental illness; various cultures of healing, including Western psychiatry, and their power dynamics; gaps and inequalities in service provision; as well as approaches to and challenges of cross-cultural diagnosis/treatment/epidemiology. Building on these explorations, we will then turn to the tools, programs, and practices that constitute the somewhat amorphous movement called "Global Mental Health." Ongoing debates of this movement will also be examined. This course will take an interdisciplinary approach, with readings drawn from psychiatry, public policy, anthropology, history, sociology, and so on. Through discussions and assignments, students will develop skills to design, evaluate, and critically reflect upon global mental health interventions.

Equivalent Course(s): HLTH 21300, SSAD 41412

#### **SSAD 25003. Immigration, Law and Society. 100 Units.**

Law is everywhere within the social world. It shapes our everyday lives in countless ways by permitting, prohibiting, protecting and prosecuting native-born citizens and immigrants alike. This course reviews the major theoretical perspectives and sociological research on the relationship between law and society, with an empirical focus on immigrants in the United States, primarily from Mexico and Central America. To begin, we explore the permeation of law in everyday life, legal consciousness, and gap between "law on the books" and "law on the ground." The topic of immigration is introduced with readings on the socio-legal construction of immigration status, theories of international migration, and U.S. immigration law at the national and subnational levels. We continue to study the social impact of law on immigrants through the topics of liminal legality; children, families, and romantic partnerships; policing, profiling, and raids; detention and deportation; and immigrants' rights. This course adopts a "law in action" approach centered on the social, political, and cultural contexts of law as it relates to immigration and social change. It is designed to expose you to how social scientists study and think about law, and to give you the analytical skills to examine law, immigration, and social change relationally.

Terms Offered: TBD

Equivalent Course(s): PBPL 25003, LACS 25003, HMRT 25003, SOCI 28079, RDIN 25003

#### **SSAD 25112. Contemporary Immigration Policy and Practice. 100 Units.**

Today's immigration debates have brought to the fore conflicting visions regarding U.S. immigration policies, including the impacts and inequities faced by an estimated 11 million undocumented immigrants and their families. The debates as well impact who will be welcomed to migrate in the future and under what conditions. This course will start with a historical perspective and then take a deeper look at the ways in which our laws and accompanying systems shape the everyday lives of undocumented individuals and mixed-status families. We will look into the realities and consequences affecting multiple immigrant communities and cultures in the U.S. We will delve into the U.S. immigration policy debates and alternative visions. We'll consider how states and the federal government interface, collaborate and clash. As immigration, immigrants and refugees are today a central focus of U.S. politics and affected by these realities, we will explore related current and future political dynamics, advocacy, research and social movements upon the directions of immigration policies. Finally, we will explore the challenges faced in working within the intersection of immigration policy and people's lives, and how this work shapes our various roles as practitioners, policy makers, advocates and allies, including how social change is achieved at the local, statewide and national levels.

Equivalent Course(s): SSAD 45112, HMRT 45112

**SSAD 26922. Structuring Refuge: U.S. Refugee Policy and Resettlement Practice. 100 Units.**

UNHCR estimates that one of every 67 people are forcibly displaced people around the world. Of these, over 42 million are refugees, less than .5% of whom accessed permanent resettlement. Over the last 45 years the US has resettled more refugees than any other nation. Yet even as the need for third country resettlement rises, the US has rescinded its welcome to this population: the Trump Admin is actively dismantling the refugee resettlement institution. We will keep up with the shifting terrain of policy and practice as we pursue our goal of understanding US resettlement. This course asks: How is refugee status politically constructed; how is it experienced by individuals; what are the interrelationships between institutions and refugee policies, and how do these interrelationships impact service delivery to refugees; what can research tell us about the resettlement outcomes of refugees in the US and what drives these outcomes; and, where are intervention points for social workers in the resettlement process? We will address these questions by 1) detangling the web of intl and domestic policies relating to the refugee political identity, focusing on the US system of resettlement, 2) analyzing the structure of US resettlement policy and exploring its implications for social work practice, and 3) holding the inherent tension that results from a dual focus on macro level issues of scale and policy alongside micro level issues related to the lived experiences of human beings.

Equivalent Course(s): CHST 26922, RDIN 26922, SSAD 46922, RDIN 46922, HMRT 46922

**MAPS 31501. The Craft of History. 100 Units.**

This course offers a graduate-level introduction to professional historical methods, with a dual focus on contemporary historiographical trends and hands-on practice with archival material. Students will read one recent book each week and will use classroom discussions to consider how the text fits into larger arguments and trends in the field. Students will also work collaboratively to examine published, digital, and manuscript archives relating to a cluster of topics to be determined in the first two weeks of the quarter. Advanced undergraduates, particularly students with a strong interest in archival research, may enroll with instructor permission.

Instructor(s): John McCallum Terms Offered: Winter

**PBPL 27809. Violence in the Early Years. 100 Units.**

This course will address issues related to children's exposure to violence. Classes will cover topics including, but not limited to, the history of violence against children (infanticide, etc), children's literature, parental violence towards children, school-related violence, practices such as female genital mutilation, and other policy-relevant issues related to violence in children's lives. We will analyze policies and reforms, review relevant research on each topic, and examine implications of the findings to policy and practice.

Instructor(s): A. Adukia Terms Offered: TBD

**PBPL 28498. Practicum: Women and Society. 100 Units.**

Although the inequities between men and women have diminished during the last decades, large gaps are still evident and resistant to change. Throughout this course, we will explore the origins of these disparities which are all fundamentally rooted in the patriarchal nature of society. Understanding how patriarchy came to be the dominant order requires a multidisciplinary and historical approach. The first lectures will cover debates in biology, human evolution, history and archeology that explain the deep roots and the spread of this order throughout the centuries. The next set of lectures will cover how current cultural practices and social norms facilitate the reproduction of the patriarchy and will also examine alternative ways in which societies have organized themselves where women have powerful roles or live in matriarchies. The class will also capture how women from the Global South contest this order within their societies and on their own terms. Finally, we will evaluate policies that have aimed to close the gap between men and women around the world. A central theme of the course is that to understand how to craft effective policies one needs to understand the mechanisms which created patriarchy and led it to persist. The students will offer presentations that will revise these policies from a critical perspective based on the material we covered throughout the quarter. The final lectures will include a variety of guest speakers.

Instructor(s): Bautista, M. Terms Offered: Spring

Prerequisite(s): This course satisfies the methods practicum requirement and students have the option to complete additional coursework to satisfy the windows requirement.

Equivalent Course(s): GNSE 20153, LACS 28498

**PLSC 21820. Global Justice and the Ethics of Immigration. 100 Units.**

This seminar introduces urgent moral and political questions in international affairs, with a particular focus on human rights, global inequality, colonialism and decolonization, structural injustice, and immigration. Addressed ethical questions will include: How should we understand the demands of social and distributive justice beyond state borders? Are economic inequalities between countries unjust? If so, why? What do affluent countries owe to less affluent countries? Who should bear responsibility for structural and historical injustices? Is there a human right to immigrate? Do states have a right to close their borders to immigrants? Do states have a right to constrain their citizens' ability to emigrate? We will address these and other ethical questions by reading and critically assessing important texts written by leading scholars within the fields of political philosophy, postcolonial theory, legal scholarship and applied ethics. The seminar requires no prior background.

Instructor(s): C. Cordelli Terms Offered: Spring

Equivalent Course(s): HMRT 21820

**PPHA 32760. Foundational Perspectives in Global Health and Social Development. 100 Units.**

The persistence of disparities in social development across countries is one of the major problems societies struggle to understand and address. This course will critically examine the major theories of global development along with contemporary debates relating to international social welfare. Students will assess how political, economic, historical, and environmental factors influence different nations' development trajectories, and compare how alternative models of service delivery and social intervention serve or fail to serve their intended populations. The geographic focus of the course will be Latin America and Africa, though case studies may also be drawn from other regions of the world. The course will be useful for both students who have had previous international experience as well as students who are interested in international social work and/or development practice.

Equivalent Course(s): SSAD 62912

**Poverty, Family, and Work Courses****SSAD 20550. Food Insecurity and Food Policy in the U.S. 100 Units.**

Despite the economic recovery following the Great Recession, there continue to be approximately 40 million individuals in the U.S. who experience food insecurity. In this course, we will explore the paradox of how so many people struggle to afford an adequate diet within the borders of the world's top food exporter and the extent to which inequality is embedded in the U.S. food system and in American social policy. We will examine the basic structure of our domestic food system, the causes and consequences of food insecurity, the effectiveness of current public and private responses, and how new challenges in the 21st century may influence current and future strategies. Among the diverse topics we will delve into over the quarter are the recent efforts to reduce access to the Supplemental Nutrition Assistance Program (SNAP), which remains the primary mechanism for addressing food insecurity; the economic challenges experienced by workers throughout the food system, from farm to table; the intersection of the U.S. food system and immigration; the significant disparities in food insecurity and diet-related illness experienced by communities of color; and emerging ideas for how to establish a more equitable food system.

Equivalent Course(s): SSAD 40550

**SSAD 25005. Inequality at Work: The Changing Nature of Jobs and Prospects for Improvement. 100 Units.**

This course will consider sources of inequality in the labor market and in workplaces. Empirical evidence and theory on labor markets and job conditions will be analyzed to provide insights into the changing nature of work and workplace inequality for the majority of Americans – who do not hold a four-year college degree. Although the course will consider ways to ready workers for good jobs in the economy, the emphasis will be on improving jobs themselves, through voluntary employer behavior, collective action, and public policy. The assignment for the course involves observing and/or interviewing workers in an occupation chosen by the student.

Instructor(s): Susan Lambert Terms Offered: TBD

Equivalent Course(s): PBPL 25005

**SSAD 25630. Poverty, Work, and Family Policy. 100 Units.**

This course examines contemporary policy questions regarding the dual spheres of work and family life, with a particular focus on economically impoverished families and communities. Students will analyze the relative merits of different policies designed to improve the conditions of work and family life and mitigate the effects of poverty on children's wellbeing. Throughout the ten-week quarter, we will consider demographic, labor market, and policy trends contributing to family poverty and income inequality in American society; interrogate policy debates concerning the responsibility of government, corporate, and informal sectors to address these critical social problems; and examine specific policy and program responses directed at (1) improving employment and economic outcomes and (2) reconciling the competing demands of employment and parenting. Although our primary focus will be on policies that promote the wellbeing of low-income families in the United States, relevant comparisons will be made cross-nationally, across race/ethnicity, and across income. This course is part of the Inequality, Social Problems, and Change minor.

Equivalent Course(s): PBPL 25630, SSAD 45630, LLSO 25630

**Law and Social Justice Courses****SSAD 25003. Immigration, Law and Society. 100 Units.**

Law is everywhere within the social world. It shapes our everyday lives in countless ways by permitting, prohibiting, protecting and prosecuting native-born citizens and immigrants alike. This course reviews the major theoretical perspectives and sociological research on the relationship between law and society, with an empirical focus on immigrants in the United States, primarily from Mexico and Central America. To begin, we explore the permeation of law in everyday life, legal consciousness, and gap between "law on the books" and "law on the ground." The topic of immigration is introduced with readings on the socio-legal construction of immigration status, theories of international migration, and U.S. immigration law at the national and subnational levels. We continue to study the social impact of law on immigrants through the topics of liminal legality; children, families, and romantic partnerships; policing, profiling, and raids; detention and deportation; and immigrants' rights. This course adopts a "law in action" approach centered on the social, political, and cultural contexts of law as it relates to immigration and social change. It is designed to expose you to how social scientists study and think about law, and to give you the analytical skills to examine law, immigration, and social change relationally.

Terms Offered: TBD

Equivalent Course(s): PBPL 25003, LACS 25003, HMRT 25003, SOCI 28079, RDIN 25003

**SSAD 25004. Punishment and Social Theory. 100 Units.**

How is the power to punish derived? How has the role of punishment been conceived? What do the practices of punishment produce? What do they tell us about ourselves? Are there alternatives? Taking up these questions, the course outlines major theories of punishment advanced by political philosophers, penologists and scholars who study the role of punishment in society, tracing the trajectory of our modern impulse to punish "wrong doers." We will interrogate the shifting terrain of crime control policy and attend to the ways that prison reformers, scholars, and activists have sought to bring about change. We examine the political economy, culture, and consequences of punishment through readings on the carceral state and conclude by raising new questions about punishment and its alternatives in the age of mass incarceration.

Terms Offered: TBD

Equivalent Course(s): PBPL 25004, HMRT 25004

**SSAD 27452. Smart Decarceration: A Grand Challenge for Social Work. 100 Units.**

The United States has the highest rate of incarceration in the world, and inequities in the use of incarceration yield a high burden on people of color, people in poverty, and people with behavioral health conditions. Evidence indicates that mass incarceration has reached a tipping point, and that the U.S. is entering an era of decarceration. The grand challenge of this new era will be to move away from incarceration-based thinking and toward an array of proactive policy, practice, and research innovations that will not only substantially reduce the incarcerated population, but also ameliorate social disparities and maximize public safety and well-being. This course, which is connected to the "Promote Smart Decarceration" Grand Challenge for Social Work, will provide opportunities for students to: 1) Explore the political, social, and empirical context for decarceration; 2) Examine emerging decarceration policies and practices; 3) Develop interventions at multiple levels to achieve smart decarceration outcomes.

Equivalent Course(s): SSAD 47452

**PBPL 23300. Justice, Equity, and Opportunity: Shifting Approaches to Criminal Justice Reform. 100 Units.**

The events revolving the death of George Floyd have proliferated the discourse about the criminal justice system in the United States, including the role of police and incarceration. Historically, this public discourse has been dominated mostly by media and political advocacy, with the balance of evidence-based policy solutions and political acumen receiving relatively short shrift. In this practicum, students will be trained to approach these issues from the perspective of a senior criminal justice policymaker in government who has practiced multiple theories of change, from community organizing to litigation. In turn, we will develop criminal justice policy intelligence and knowledge on the history, core themes, debates, and concepts, such as the movement to defund the police, abolish the cash bail system, and decriminalize drugs. The discussions will allow students to interrogate the extent to which efforts have been successful, imagine new strategies in the future, and learn from additional visiting guests, including politicians, community organizers, academics, artists, and formerly incarcerated individuals. We will exit with a sophisticated understanding of the skills and tools necessary to handle criminal justice policy problems raising complex legal, political and social questions.

Instructor(s): Rallins, Quinn Terms Offered: Winter

Note(s): In addition to a seminar component examining criminal justice policy, students engage in a hands-on policy project involving identifying and defining key criminal issues, conducting primary and secondary research, analyzing research findings and making policy recommendations to a client in the criminal justice policy arena.

**PBPL 25860. Crime, Justice, and Inequality in the American City. 100 Units.**

This course explores perspectives on street gangs and criminal activity; policing and the criminal justice system; and obstacles to securing housing, employment, and services for reentry after incarceration. Students will examine advances in the social science of adolescence and innovations in government policy and community-based programs aimed at encouraging public safety and youth development, improving policing and prisons, and promoting criminal desistance and decarceration. In addition, we will delve into the lived experience of adolescence and beyond in the context of racially-segregated, high-poverty neighborhoods, with a focus on Chicago. Our approaches will include discussion and lecture; ethnographic, autobiographical, and policy-oriented readings; panels and guest speakers; and documentary films and other media.

Instructor(s): Broughton, C. Terms Offered: Autumn

Equivalent Course(s): SOCI 20255

**PBPL 28501. Process and Policy in State and City Government. 100 Units.**

This course consists of three interrelated sub-sections: (1) process and policy in city and state government; (2) the role played by influential, key officials in determining policy outcomes; and (3) policymaking during and after a political crisis. Issues covered include isolating the core principles driving policy at city and state levels; understanding how high level elected officials can shape the course of policy; and determining how a political crisis affects policy processes and outcomes. Most of the specific cases are drawn from Chicago and the State of Illinois.

Instructor(s): C. Harris III Terms Offered: TBD

Equivalent Course(s): CHST 28501

## Health and Mental Health Courses

### **SSAD 25003. Immigration, Law and Society. 100 Units.**

Law is everywhere within the social world. It shapes our everyday lives in countless ways by permitting, prohibiting, protecting and prosecuting native-born citizens and immigrants alike. This course reviews the major theoretical perspectives and sociological research on the relationship between law and society, with an empirical focus on immigrants in the United States, primarily from Mexico and Central America. To begin, we explore the permeation of law in everyday life, legal consciousness, and gap between "law on the books" and "law on the ground." The topic of immigration is introduced with readings on the socio-legal construction of immigration status, theories of international migration, and U.S. immigration law at the national and subnational levels. We continue to study the social impact of law on immigrants through the topics of liminal legality; children, families, and romantic partnerships; policing, profiling, and raids; detention and deportation; and immigrants' rights. This course adopts a "law in action" approach centered on the social, political, and cultural contexts of law as it relates to immigration and social change. It is designed to expose you to how social scientists study and think about law, and to give you the analytical skills to examine law, immigration, and social change relationally.

Terms Offered: TBD

Equivalent Course(s): PBPL 25003, LACS 25003, HMRT 25003, SOCI 28079, RDIN 25003

### **SSAD 25004. Punishment and Social Theory. 100 Units.**

How is the power to punish derived? How has the role of punishment been conceived? What do the practices of punishment produce? What do they tell us about ourselves? Are there alternatives? Taking up these questions, the course outlines major theories of punishment advanced by political philosophers, penologists and scholars who study the role of punishment in society, tracing the trajectory of our modern impulse to punish "wrong doers." We will interrogate the shifting terrain of crime control policy and attend to the ways that prison reformers, scholars, and activists have sought to bring about change. We examine the political economy, culture, and consequences of punishment through readings on the carceral state and conclude by raising new questions about punishment and its alternatives in the age of mass incarceration.

Terms Offered: TBD

Equivalent Course(s): PBPL 25004, HMRT 25004

### **SSAD 27452. Smart Decarceration: A Grand Challenge for Social Work. 100 Units.**

The United States has the highest rate of incarceration in the world, and inequities in the use of incarceration yield a high burden on people of color, people in poverty, and people with behavioral health conditions. Evidence indicates that mass incarceration has reached a tipping point, and that the U.S. is entering an era of decarceration. The grand challenge of this new era will be to move away from incarceration-based thinking and toward an array of proactive policy, practice, and research innovations that will not only substantially reduce the incarcerated population, but also ameliorate social disparities and maximize public safety and well-being. This course, which is connected to the "Promote Smart Decarceration" Grand Challenge for Social Work, will provide opportunities for students to: 1) Explore the political, social, and empirical context for decarceration; 2) Examine emerging decarceration policies and practices; 3) Develop interventions at multiple levels to achieve smart decarceration outcomes.

Equivalent Course(s): SSAD 47452

### **PBPL 23300. Justice, Equity, and Opportunity: Shifting Approaches to Criminal Justice Reform. 100 Units.**

The events revolving the death of George Floyd have proliferated the discourse about the criminal justice system in the United States, including the role of police and incarceration. Historically, this public discourse has been dominated mostly by media and political advocacy, with the balance of evidence-based policy solutions and political acumen receiving relatively short shrift. In this practicum, students will be trained to approach these issues from the perspective of a senior criminal justice policymaker in government who has practiced multiple theories of change, from community organizing to litigation. In turn, we will develop criminal justice policy intelligence and knowledge on the history, core themes, debates, and concepts, such as the movement to defund the police, abolish the cash bail system, and decriminalize drugs. The discussions will allow students to interrogate the extent to which efforts have been successful, imagine new strategies in the future, and learn from additional visiting guests, including politicians, community organizers, academics, artists, and formerly incarcerated individuals. We will exit with a sophisticated understanding of the skills and tools necessary to handle criminal justice policy problems raising complex legal, political and social questions.

Instructor(s): Rallins, Quinn Terms Offered: Winter

Note(s): In addition to a seminar component examining criminal justice policy, students engage in a hands-on policy project involving identifying and defining key criminal issues, conducting primary and secondary research, analyzing research findings and making policy recommendations to a client in the criminal justice policy arena.

### **PBPL 25860. Crime, Justice, and Inequality in the American City. 100 Units.**

This course explores perspectives on street gangs and criminal activity; policing and the criminal justice system; and obstacles to securing housing, employment, and services for reentry after incarceration. Students will examine advances in the social science of adolescence and innovations in government policy and community-based programs aimed at encouraging public safety and youth development, improving policing and prisons, and promoting criminal desistance and decarceration. In addition, we will delve into the lived experience of adolescence and beyond in the context of racially-segregated, high-poverty neighborhoods, with a focus on

Chicago. Our approaches will include discussion and lecture; ethnographic, autobiographical, and policy-oriented readings; panels and guest speakers; and documentary films and other media.

Instructor(s): Broughton, C. Terms Offered: Autumn

Equivalent Course(s): SOCI 20255

**PBPL 28501. Process and Policy in State and City Government. 100 Units.**

This course consists of three interrelated sub-sections: (1) process and policy in city and state government; (2) the role played by influential, key officials in determining policy outcomes; and (3) policymaking during and after a political crisis. Issues covered include isolating the core principles driving policy at city and state levels; understanding how high level elected officials can shape the course of policy; and determining how a political crisis affects policy processes and outcomes. Most of the specific cases are drawn from Chicago and the State of Illinois.

Instructor(s): C. Harris III Terms Offered: TBD

Equivalent Course(s): CHST 28501

