

# Different Looks at Inequalities: Race, Society, the HIV Epidemic, and Economic Growth

Pedro de Araujo & Paul Buckley

Palmer Hall 120 - Summer 2014

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CONTACT INFORMATION Pedro de Araujo, Ph.D.:  
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COURSE WEBSITE <http://faculty1.coloradocollege.edu/~pdearaujo/bridge.html>

OFFICE HOURS Paul: Tuesday and Thursday from 14:00 to 16:00  
Pedro: Tuesday to Friday from 13:00 to 14:00

COURSE PREREQUISITES None

COURSE OBJECTIVE College students often find themselves motivated to combat the inequality that they see in society. But what exactly is inequality? How does one describe and analyze inequality?

The study of inequality is inherently an interdisciplinary endeavor and this course will introduce students to multiple approaches to study inequality. This class will explore the concept of race and its impact in contemporary American society, as well as looking at the public health topic of HIV and its impact on economic growth.

In this course, student will develop skills and confidence to engage in class discussion by learning effective strategies for class preparation and participation. There will be an opportunity to write a short research paper, develop data organization skills, and learn about how to make college-level oral presentations. The course will help students begin to develop the skill to approach complex, multi-faceted topics and dissect them with the analysis tools from different disciplines.

COURSE STRUCTURE The first week of the course will include brief lecture, discussion, and learning exercises. This section of the course is highly interactive. Students should expect to volunteer meaningful participation or be called on to engage fully. You will be assigned the role of “Lead Discussant” for some portion of the reading for the week.

The second week of the course will focus less on discussion and more on developing presentation skills. We will also focus on data collection, analysis and interpretation by building theoretical models of economic growth and comparing its predictions to the data. Class will meet at least once a day and we strongly encourage every student to bring a laptop to class with some spreadsheet software installed on it.

**REQUIRED MATERIALS**

1. Tatum, B. D. (1997). "Why are all the Black kids sitting together in the cafeteria? and other conversations about race," New York: BasicBooks
2. Reading Sets I, II, III, IV (Reading Sets are posted on the course webpage)

**COURSE ASSIGNMENTS AND WEIGHTS**

Daily Journal Entries (submitted by email) - 15%  
 Discussion Participation - 15%  
 Paper I (5 pages) - 15%  
 Paper II (7-10 pages) - 20%  
 Data Project (Presentation) - 35%

**GRADE DISTRIBUTION**

A	100-94	B	86-81	C	73-68	D	60-55
A-	94-90	B-	81-77	C-	68-64	NC	55-0
B+	90-86	C+	77-73	D+	64-60		

**JOURNAL ENTRIES**

Your critical reflections about the reading assignments and significant moments in your learning from the class discussions. There is no required length for your entries but they should reflect the quality of your engagement with the material and your experience in the class.

**PAPER I AND II**

Paper I is due on August 14 and Paper II is due on August 18. Both papers are on topics to be covered in the first week of class. More specifics about these assignments will be discussed in class.

**DISCUSSION PARTICIPATION**

Your participation in class discussion is an essential part of this learning experience for all of us. It is important that you raise questions or offer your perspective and reflections about the class content. You are a valuable member of this class.

**DATA PROJECT**

This is a cumulative assignment on the topic of economic convergence taking place in week 2 that will involve data collection, organization, analysis, and presentations. Students will work in groups of four and specific instructions about each task will be provided during that week.

**TENTATIVE COURSE OUTLINE**

**Week 1:**  
 Defining Race and Racism  
 Race and Experience

Race, Life, and Death  
Race, College, and Your Experience  
**Week 2:**  
Stylized Facts on Economic Growth  
The Solow Growth Model  
HIV Epidemic in Developing World  
HIV in Solow Growth Model  
Final Presentations and Wrap-Up

- ATTENDANCE Attendance is not mandatory; however, do not expect us to cover material taught in class during office hours if you were not present for that particular day unless you have proper documentation justifying your absence. Also, this course requires a substantial amount of group work and credit is only given to members of the group that are present in class.
- CHEATING For every assignment in this course you must follow CC's honor code. If you have not yet done so, we encourage you to read the honor code, which can be found at the Pathfinder under Honor Council Constitution. The penalty for cheating in this course is a final grade of no credit (NC).
- DISABILITY If you have a disability that requires accommodation for this course, please see either one of us by Wednesday, August 13, so that your needs are appropriately met. If you have not already done so, you will need to register with and get the appropriate paperwork from the Accessibility Resources office (227-8285). The Accessibility Resources office is located in the Learning Commons of Tutt Library.