**Advanced Social Stratification**

### **Sociology 5463**

**Autumn 2018**

Professor: Rachel Dwyer, Ph.D. Class time: TBA

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**Course Description and Objectives**

Sociology 5463 provides advanced undergraduate students and graduate students with training in the theoretical and empirical questions driving the field of inequality, poverty, and social mobility in the 21st century. We will cover the foundational classical traditions as well as emerging cutting-edge work. The course tracks changing structures of social stratification in the 20th and 21st century and focuses in particular in material inequalities including by gender and race/ethnicity. We will focus class, race, and gender inequality in the United States, though the course will also develop general tools for understanding inequality and poverty across times and places. Students will have the opportunity to focus on a distinct dimension of inequality and/or alternative times and places in the course assignments.

The key learning objectives of the Sociology 5463 include the expectations that students develop the skills to:

1. understand classical and modern theories of the key dimensions of inequality, poverty, and social mobility;

2. identify and communicate the major patterns and trends in inequality and poverty in the United States and other post-industrial societies;

3. comprehend and critically assess the available data and methods used to analyze structures of stratification, including knowing the the sources, types, strengths, and weaknesses of such data and methods; and

4. critically evaluate societal debates and policy recommendations related to ameliorating inequality and poverty and/or fostering social mobility.

The objectives will be met in this course through study of the major sociological theories and empirical analyses of class, race, and gender inequality, with attention to individual, organizational, and social structural factors in the causes and consequences of social stratification. The course emphasizes critical reasoning using theory and evidence to aid student assessment of policies, values, and beliefs involving social inequality and the distribution of societal resources. Specifically, students will be required to engage this material and develop their abilities through: 1) participation in class discussion and periodic in-class assignments and quizzes; 2) two take-home exams testing knowledge of the material presented in lectures and readings; and 3) a research paper on an important issue in the study of inequality, drawing on both course material and outside sources.

**Reading Materials**

David B. Grusky. 2014. (Fourth Edition.) *Social Stratification: Class, Race, and Gender*. Boulder, CO: Westview Press.

Readings from this book on the course schedule below referenced with author and title of chapter followed by (GR #) to indicate chapter number.

Readings accessible through the course Carmen web page, log in at [www.carmen.osu.edu](http://www.carmen.osu.edu).

**Evaluation**

Course evaluation will be based on the 4 following components, weighted as indicated:

1. in-class exercises and attendance 10% 50
2. research paper 20% 100
3. mid-term exam 25% 100
4. final exam 25% 150

400 points

Class attendance and participation

I expect you to attend class regularly and be punctual.

In most class sessions, I will ask you to produce a brief piece of writing or take a short quiz. I may ask you to write your response to a question, or write a question of your own. I may ask for a summary of a particular reading, or of the most interesting idea addressed in class that day. I will not give these assignments a letter grade, but will review them to assess whether you have made an effort to do the exercise, and they will also serve as a record of your attendance. These exercises will make up the largest part of your class participation grade.

**In-class exercises cannot be made up.** If you must miss class, there is no need to inform me, but you are responsible for all material. Get notes from a classmate and check Carmen for any new handouts.

Exams

There will be two take-home exams, a midterm and a final. Exams will include concept definitions, exercises in analysis of graphs and other empirical data, and essay questions. The final will focus mostly on material from the second half of the course, but will also include questions that require you to integrate material from the first half.

Research Paper

All students must complete a 10-page research due on the last day of class on a topic of their choosing related to social inequality, poverty, and mobility. Full details will be elaborated in a separate assignment and rubric. All papers will be submitted on Carmen and evaluated in the turn-it-in facility, which checks for plagiarism by comparing the papers to a large database of published writings as well as past papers submitted in this course.

**Note: I am relatively *inflexible* about acceptable reasons for late exams and research papers and will require documentation (doctor’s note, etc.) of any approved reason.**

**Academic Misconduct**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

**Notes on Appropriate Use of Course Materials:** The materials distributed in this class, including the syllabus, exams, handouts, study aides, and in‐class lectures, may be protected by copyright and are provided solely for the educational use of students enrolled in this course. You are not permitted to re‐distribute them for purposes unapproved by the instructor; in particular you are not permitted to post course materials or your notes from lectures and discussions on commercial websites. Unauthorized uses of course materials may be considered academic misconduct.

#### Accommodations: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

**Course Schedule**

*Note: I may occasionally change the syllabus as circumstances warrant.*

FOUNDATIONS

Week 1 Introduction

Claude S. Fischer et al. “Inequality by Design” (GR 4)

Erik Olin Wright. 1994. “Inequality,” Pp. 21-31 in *Interrogating Inequality*.  London and New York: Verso. (CARMEN)

Max Weber. “Class, Status, and Party” (GR 18)

Marion Fourcade. “Ordinalization.” (CARMEN)

Week 2 Class Theory

Erik Olin Wright. 1997. “Class Analysis,” Pp. 1-37 in *Class Counts: Comparative Studies in Class Analysis.* Cambridge, UK: Cambridge University Press. (CARMEN)

Kim A. Weeden and David B. Grusky. “The Changing Form of Inequality” (GR 23)

Aage Sorensen. “Foundations of a Rent-Based Class Analysis” (GR 28)

Week 3 Status Theory and Gender

Edward Shils. “Deference.” (CARMEN)

Ridgeway, Cecilia L. 2014. “Why Status Matters for Inequality.” (CARMEN)

Claudia Goldin and Cecilia Rouse. “Orchestrating Impartiality.” (GR 95)

Shelley J. Correll, Stephen Benard, and In Paik. “Is there a Motherhood Penalty?” (GR 96)

Week 4 Status Theory and Race

W.E.B. DuBois. Selections from *The Philadelphia Negro.*

Michael Omi and Howard Winant. “Racial Formation in the United States.” (GR 79)

Eduardo Bonilla-Silva. Selection from *Racism without Racists”* (CARMEN)

Ellis P. Monk. “The Cost of Color” (CARMEN)

Reanne Frank, Ilana Redstone Akresh, and Bo Lu. “How Do Latino Immigrants Fit into the Racial Order?” (GR 90)

Week 5 Elites and Poverty

C. Wright Mills. “The Power Elite” (GR 31)

Shamus Khan. Selection from *Privilege*. (CARMEN)

William Julius Wilson. “Being Poor, Black, and American” (GR 40)

Matthew Desmond. “Eviction and the Reproduction of Urban Poverty.” (CARMEN)

STRUCTURES OF INEQUALITY

Week 6 Family inequality: Income and Poverty

Leslie McCall and Christine Percheski. “Income Inequality” (CARMEN)

John Iceland. “Why Poverty Remains High” (CARMEN)

Anthony B. Atkinson et al. “Top Incomes in the Long Run of History” (GR 59)

Amartya K. Sen. “From Income Inequality to Economic Inequality.” (GR 29)

Week 7 Inequality at Work: Earnings and Hours

David Autor. “Job Polarization” (CARMEN)

Rachel E. Dwyer. “The Care Economy?” (CARMEN)

Bruce Western and Jake Rosenfeld. “Unions, Norms, and the Rise in U.S. Wage Inequality.” (GR 9)

William T. Bielby. “The Structure and Process of Sex Segregation” (GR 100)

Marianne Bertrand and Sendhil Mullainathan. “A Field Experiment on Labor Market Discrimination” (GR 86)

Week 8 Wealth Inequality: Assets and Debts

Alexandra Killewald et al. “Wealth Inequality” (CARMEN)

Fabian Pfeffer et al. “Grandparents and Wealth Inequality” (CARMEN)

Thomas Shapiro. Selection from *Toxic Inequality* (CARMEN)

Jason Houle. “A Generation Indebted.” (CARMEN)

Rachel Dwyer. “Credit, Debt, and Inequality.” (CARMEN)

Week 9 The State and Inequality

Bruce Western and Becky Pettit. “Incarceration and Social Inequality.” (GR 51)

Alexes Harris et al. “Blood from Stones: Legal Debt in America” (CARMEN)

Katherine Newman and Rourke L. O’Brian. “Taxing the Poor: How Some States Make Poverty Worse.” (GR 43)

Greta Krippner. “Democracy of Credit” (CARMEN)

Week 10 Spatial Divides

Douglas S. Massey and Nancy A. Denton. “American Apartheid: Segregation and the Making of the Underclass” (GR 44)

Robert Sampson. “Legacies of Inequality” (GR 45)

Rachel E. Dwyer. “Affluent Segregation” (CARMEN)

Sean Reardon and Kendra Bischoff. “Income Inequality and Income Segregation” (GR 117)

Week 11 Cultural and Social Capital

Pierre Bourdieu, “Distinction”*.* (GR 114)

Tak Wing Chan and John H. Goldthorpe. “The Social Stratification of Theater, Dance, and Cinema Attendance” (GR 115)

Annette Lareau. “Unequal Childhoods.” (GR 116)

Mario Small. Selection from *Unanticipated Gains.* (CARMEN)

MOBILITY

Week 12 Socioeconomic Status and Social Mobility

Donald J. Treiman. “Occupatinal Prestige in Comparative Perspective” (GR 24)

Robert M. Hauser and John Robert Warren. “Socioeconomic Indexes for Occupations” (GR 27)

Peter M. Blau and Otis Dudley Duncam with Andrea Tyree. “The Process of Stratification” (GR 58)

William H. Sewell et al. “The Educational and Early Occupational Attainment Process” (GR 67)

Emily Beller. “The Role of Mothers” (CARMEN)

Raj Chetty et al. “Income Mobility” (CARMEN)

Week 13 Education

Doug Downey et al. “Are Schools the Great Equalizer?” (CARMEN)

Claudia Buchmann and Tom DiPrete. Selection from *The Rise of Women.* (CARMEN)

Sigal Alon. “Towards a Theory of Inequality in Higher Education.” (GR 64)

Jennie E. Brand and Yu Xie. “Who Benefits Most from College?” (GR 66)

WHAT CAN BE DONE?

Week 14 Policies and proposals to reduce inequality and poverty

Paula England. “The Uneven and Stalled Gender Revolution” (CARMEN)

Leslie McCall. “Women and Men as Class, Race, and Gender Actors” (CARMEN)

Stephanie DeLuca and James E. Rosenbaum. “Does Changing Neighborhoods Change Lives?” (GR 46)

Erik Olin Wright. *Real Utopias*. (CARMEN)

Lane Kenworthy. “How Rich Countries Lift Up the Poor” (GR 42)