

Term Information

Effective Term Autumn 2018

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5463
Course Title Advanced Social Stratification
Transcript Abbreviation Adv Social Strat
Course Description In-depth theoretical and empirical questions driving the field of inequality, poverty, and social mobility in the 21st century will be explored. We will focus on class, race, and gender inequality in the US, though the course will also develop tools for understanding inequality and poverty across times and places.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Jr, Sr, or Grad standing; or permission of instructor, or department.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1101
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will understand classical and modern theories of the key dimensions of inequality, poverty, and social mobility.
- Students will identify and communicate the major patterns and trends in inequality and poverty in the United States and other post-industrial societies.
- Students will 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.
- Students will critically evaluate societal debates and policy recommendations related to ameliorating inequality and poverty and/or fostering social mobility.

Content Topic List

- Theories of race, class, and gender.
- Family, work, and wealth inequality
- Cultural and political inequality
- Education and social mobility

Sought Concurrence

No

Attachments

- 5463_AdvStrat.docx: syllbus
(Syllabus. Owner: VanPelt,Susan J)
- Official Sociology Crim Curriculum Map December 2017 (002).xlsx: curriculum map
(Other Supporting Documentation. Owner: VanPelt,Susan J)
- 5463_AdvStrat_revised 022218.docx: revised syllabus
(Syllabus. Owner: VanPelt,Susan J)
- Official Sociology Crim Curriculum Map February 2018 (003).xlsx: revised curriculum map
(Other Supporting Documentation. Owner: VanPelt,Susan J)

Comments

- 2-22-18 requested revisions submitted *(by VanPelt,Susan J on 02/22/2018 09:38 AM)*
- See 1-16-18 email to A Martin and S VanPelt. *(by Vankeerbergen,Bernadette Chantal on 01/16/2018 03:19 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	VanPelt,Susan J	12/18/2017 10:39 AM	Submitted for Approval
Approved	Martin,Andrew William	12/18/2017 10:49 AM	Unit Approval
Approved	Haddad,Deborah Moore	12/18/2017 12:39 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/16/2018 03:19 PM	ASCCAO Approval
Submitted	VanPelt,Susan J	02/22/2018 10:03 AM	Submitted for Approval
Approved	Martin,Andrew William	02/22/2018 10:04 AM	Unit Approval
Approved	Haddad,Deborah Moore	02/22/2018 11:14 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	02/22/2018 11:14 AM	ASCCAO Approval

**ADVANCED SOCIAL STRATIFICATION
SOCIOLOGY 5463
SPRING 2019**

Professor: Rachel Dwyer, Ph.D.
Email: dwyer.46@osu.edu
Office: 208 Townshend Hall
Office Phone: 614-247-6682

Contact hours: 2 hours and 40 min per week
Classroom: TBA
Office hours: TBA

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 #: p-p) to indicate chapter number and pages.

Readings accessible through the course Carmen web page, log in at www.carmen.osu.edu.

Evaluation

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

1) in-class exercises and attendance	15%	60
2) research paper	25%	100
3) mid-term exam	25%	100
4) final exam	35%	<u>140</u>
		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: 39-43)
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: 165-182)
Marion Fourcade. "Ordinalization." *Sociological Theory* 34:175-195. (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: 222-232)
Aage Sorensen. "Foundations of a Rent-Based Class Analysis" (GR 28: 251-260)
- Week 3 Status Theory and Gender
Edward Shils. "Deference," Pp 247-254 in Grusky reader, 2nd edition (CARMEN)
Ridgeway, Cecilia L. 2014. "Why Status Matters for Inequality." (CARMEN)
Claudia Goldin and Cecilia Rouse. "Orchestrating Impartiality." (GR 95: 820-831)
Shelley J. Correll, Stephen Benard, and In Paik. "Is there a Motherhood Penalty?" (GR 96: 831-842)
- Week 4 Status Theory and Race
W.E.B. DuBois. Selections from *The Philadelphia Negro*: Pp. 1-9, and 147-163.
Michael Omi and Howard Winant. "Racial Formation in the United States." (GR 79: 682-86)
Eduardo Bonilla-Silva. Selection from *Racism without Racists*, Pp. 53-76 (CARMEN)
Ellis P. Monk, Jr. 2015. "The Cost of Color: Skin Color, Discrimination, and Health among African-Americans." *American Journal of Sociology* 121: 396-444. (CARMEN)
Reanne Frank, Ilana Redstone Akresh, and Bo Lu. "How Do Latino Immigrants Fit into the Racial Order?" (GR 90: 780-787)
- Week 5 Elites and Poverty
C. Wright Mills. "The Power Elite" (GR 31: 282-292)
Shamus Khan. Selection from *Privilege*: Pp. 77-113 (CARMEN)
William Julius Wilson. "Being Poor, Black, and American" (GR 40:347-357)
Matthew Desmond. 2012. "Eviction and the Reproduction of Urban Poverty." *American Journal of Sociology* 118:88-113. (CARMEN)

STRUCTURES OF INEQUALITY

- Week 6 Family inequality: Income and Poverty
McCall, Leslie and Christine Percheski. 2010. "Income Inequality: New Trends and Research Directions." *Annual Review of Sociology* 36: 329-47. (CARMEN)
John Iceland. 2003. "Why Poverty Remains High: The Role of Income Growth, Economic Inequality, and Changes in Family Structure, 1949-1999." *Demography* 40: 499-519. (CARMEN)
Anthony B. Atkinson et al. "Top Incomes in the Long Run of History" (GR 7: 59-73)
Amartya K. Sen. "From Income Inequality to Economic Inequality." (GR 29: 260-273)
- Week 7 Inequality at Work: Earnings and Hours
Autor, David H., Lawrence F. Katz, and Melissa S. Kearney. 2006. "The Polarization of the U.S. Labor Market." *American Economic Review* 96:189-194. (CARMEN)
Rachel E. Dwyer. 2013. "The Care Economy? Gender, Economic Restructuring, and Job Polarization in the U.S. Labor Market." *American Sociological Review* 78:390-416. (CARMEN)
Bruce Western and Jake Rosenfeld. "Unions, Norms, and the Rise in U.S. Wage Inequality." (GR 9: 80-86)
William T. Bielby. "The Structure and Process of Sex Segregation" (GR 100: 865-875)
Marianne Bertrand and Sendhil Mullainathan. "A Field Experiment on Labor Market Discrimination" (GR 86: 747-751)
- Week 8 Wealth Inequality: Assets and Debts
Alexandra Killewald, Fabian Pfeffer, and Jason Schachner. 2017. Wealth Inequality and Accumulation. *Annual Review of Sociology* 43:379-404 (CARMEN)
Martin Hallsten and Fabian Pfeffer. "Grand Advantage: Family Wealth and Grandchildren's Educational Achievement in Sweden" 82:328-360 (CARMEN)
Thomas Shapiro. Introduction and Chapter 1. *Toxic Inequality* (CARMEN)
Jason Houle. 2014. "A Generation Indebted: Young Adult Debt Across Three Cohorts" *Social Problems* 61:448-465. (CARMEN)
Rachel E. Dwyer. Forthcoming. "Credit, Debt, and Inequality." *Annual Review of Sociology* (CARMEN)
- Week 9 The State and Inequality
Bruce Western and Becky Pettit. "Incarceration and Social Inequality." (GR 51:431-440)
Alexes Harris, Heather Evans, and Katherine Beckett. 2010. "Drawing Blood from Stones: Legal Debt and Social Inequality in the Contemporary United States." *American Journal of Sociology* 115:1753-1799. (CARMEN)

Katherine Newman and Rourke L. O'Brian. "Taxing the Poor: How Some States Make Poverty Worse." (GR 43:369-375)

Greta Krippner. 2017. "Democracy of Credit: Ownership and the Politics of Credit Access in Late Twentieth-Century America" *American Journal of Sociology* 123:1-47. (CARMEN)

Week 10

Spatial Divides

Douglas S. Massey and Nancy A. Denton. "American Apartheid: Segregation and the Making of the Underclass" (GR 44: 376-385)

Robert Sampson. "Legacies of Inequality" (GR 45: 386-394)

Dwyer, Rachel E. 2007. "Expanding Homes and Increasing Inequalities: US Housing Development and the Residential Segregation of the Affluent." *Social Problems* 54: 23-46. (CARMEN)

Sean Reardon and Kendra Bischoff. "Income Inequality and Income Segregation" (GR 117: 1023-1034)

Week 11

Cultural and Social Capital

Pierre Bourdieu, "Distinction". (GR 114:982-1003)

Tak Wing Chan and John H. Goldthorpe. "The Social Stratification of Theater, Dance, and Cinema Attendance" (GR 115: 1004-1013)

Annette Lareau. "Unequal Childhoods." (GR 116: 1013-1022)

Mario Small. Chapters 1 and 3 from *Unanticipated Gains*, Pp. 3-27 and 51-83. (CARMEN)

MOBILITY

- Week 12 Socioeconomic Status and Social Mobility
Donald J. Treiman. "Occupational Prestige in Comparative Perspective" (GR 24: 233-236)
Robert M. Hauser and John Robert Warren. "Socioeconomic Indexes for Occupations" (GR 27:246-250)
Peter M. Blau and Otis Dudley Duncan with Andrea Tyree. "The Process of Stratification" (GR 58: 506-517)
William H. Sewell et al. "The Educational and Early Occupational Attainment Process" (GR 67: 596-607)
Emily Beller. 2009. "Bringing Intergenerational Social Mobility Research Into the 21st Century: Why Mothers Matter." *American Sociological Review* 74:507-528. (CARMEN)
Raj Chetty, David Grusky, Maximilian Hell, Nathaniel Hendren, Robert Manduca, Jimmy Narang. 2017. "The Fading American Dream: Trends in Absolute Income Mobility Since 1940." *Science* 356:398-406. (CARMEN)
- Week 13 Education
Douglas B. Downey, Paul von Hippel, and Beckett Broh. 2004. "Are Schools the Great Equalizer? Cognitive Inequality During the Summer Months and the School Year." *American Sociological Review* 69:613-635. (CARMEN)
Claudia Buchmann and Thomas A. DiPrete. 2006. "The Growing Female Advantage in College Completion: The Role of Parental Resources and Academic Achievement." *American Sociological Review*. 71:515-541. (CARMEN)
Sigal Alon. "Towards a Theory of Inequality in Higher Education." (GR 64: 569-577)
Jennie E. Brand and Yu Xie. "Who Benefits Most from College?" (GR 66: 587-595)

WHAT CAN BE DONE?

- Week 14 Policies and proposals to reduce inequality and poverty
Paula England. 2010. "The Gender Revolution: Uneven and Stalled." *Gender & Society* 24:149-166. (CARMEN)
McCall, Leslie. 2011. "Women and Men as Class and Race Actors: Comment on England." *Gender & Society*. 25:94-100. (CARMEN)
Stephanie DeLuca and James E. Rosenbaum. "Does Changing Neighborhoods Change Lives?" (GR 46: 395-403)
Erik Olin Wright. Chapters 1 and 2 *Real Utopias*, Pp. 1-29. (CARMEN)
Lane Kenworthy. "How Rich Countries Lift Up the Poor" (GR 42: 365-369)