

Sociological Perspectives on Social Stratification and Inequality in the United States:  
A Century of Continuity and Change  
SOCY 07  
(T-Th, 10A, 10:10am-12:00pm; x-period, F 3:30-4:20pm)  
Location: 277 Berry

*Professor:* Jason Houle

*Office:* 308B Blunt Hall

*Contact:* [Jason.Houle@Dartmouth.edu](mailto:Jason.Houle@Dartmouth.edu) or Slack DM

*Office Hours:* Schedule a virtual or in-person appointment @ [www.calendly.com/jnhoule](http://www.calendly.com/jnhoule)

\*\*\*Office hours are an open period in my schedule that I reserve for meeting with students in my courses. If you have any questions about the course material or assignments, or just want to chat, you should feel free to schedule an appointment anytime.

### **Course Description:**

When we think about social inequality, it's tempting to view it as the inevitable byproduct of effort, where those at the top are rewarded for their perseverance, and those at the bottom should work harder to "pull themselves up by their bootstraps." In this class, we will interrogate these naïve assumptions, and explore sociological understandings of social stratification and inequality in the context of 20<sup>th</sup> and 21<sup>st</sup> century United States. We will specifically focus on how sociologists write, craft arguments, and develop and test theories about social inequality.

As part of this process, you will learn how to write (and read) formal sociological research papers, such as those that appear in academic journals. We will also learn how to package these ideas to public audiences (such as op-eds). Substantively, we will focus on a range of topics, including (but not limited to): social mobility, poverty and social welfare policies, race and gender stratification, the causes and consequences of rising wealth and income inequality, and the changing face of inequality before and after the Great Recession and the COVID-19 Pandemic.

### **Course Structure & Objectives**

This course will skew heavily towards seminar, so students are expected to come prepared to discuss and critically engage with the readings. A key goal of this class is that you learn how to write like a sociologist. Thus, in addition to practicing our own writing, we will spend a great deal of time discussing how sociologists think about, write about, and argue about social stratification. For these reasons, we will mainly examine research that appears in academic journals, books, and journalistic outlets—rather than textbooks—so that you can get a feel for the types of questions researchers are asking, how they craft their arguments, as well as potential gaps in the literature. By the end of this course, you should be able to engage in a critical, evidence and theory-based dialogue of social stratification in the U.S, articulate these ideas in your writing, and have a solid grasp of how to write and articulate sociological ideas and research to both academic and public audiences. Students should also refer to the learning outcomes expected in all First Year Seminars: <http://writing-speech.dartmouth.edu/curriculum/writing-courses/first-year-seminars/first-year-seminar-course-outcomes>

Each class period will include a mixture of 1) daily writing prompts/reflection; 2) student-led seminars (30 minutes); 3) writing workshops. We will be using **Slack** for all virtual discussion this term. You will need to download Slack onto your machine, and join the **SOCY 7** workspace (click here for more information about [Slack](#)).

## COVID-19 Safety Regulations

In accordance with [current College policy](#), mask use will be optional in the classroom this term. However, those who test positive for COVID-19 should not attend class, and all students who are identified as a close contact should mask for at least 10 days after exposure. If you refuse to comply with masking or other safety protocols, and to ensure the health and safety of our community, I am obligated to report you to the Dean's office for disciplinary action under Dartmouth's [Standards of Conduct](#). Additional COVID-19 protocols may emerge. Pay attention to emails from the senior administrators at the College. I will communicate any changes and their resulting implications for our class community.

**For the health and safety of our class community, please: do not attend class when you are sick, nor when you have been instructed by Student Health Services to stay home.**

## Evaluation and Grading (including due dates)

*Slack Posts (5%):* We will be using **Slack** for all our asynchronous virtual discussion this term. You will need to download Slack onto your machine, and join the **SOCY 7** workspace (for more info, see <https://services.dartmouth.edu/TDClient/1806/Portal/KB/?CategoryID=16984>). You will need to submit at least **ONE** Slack post for each unit. Posts should be made to the appropriate Slack Channel—for example, your Unit 3 Slack post should be posted to the #Unit3 Slack Channel.

This is an “open” discussion, so post freely on anything that is of interest to you, if it is relevant to the material in the unit. For example: what is an issue you feel strongly about that is addressed (or unaddressed!) in the material? What are some questions you have about the research, evidence, or theory covered? What is the most important, actionable solution to these issues? And so on. I want to hear your voice. **To get full credit for this assignment, students must post to the Slack channel at least once per Unit. Students must post no later than 9am on the last day of the unit. I encourage you to post as early as possible, as it will enrich our in-class conversations if you do so.**

The purpose of these Slack posts is fourfold: (1) to encourage the practice of notetaking and critically engaging with the readings; (2) to help spark class discussion; (3) to alert me if anything needs to be clarified from the readings; and (4) to let me know that you have, in fact, done the reading.

*Student Led Seminars (5%):* Each student will be required to facilitate one seminar over the course of the quarter. You will sign up for a facilitation slot on the first day of class. Facilitating discussion requires some preparation before class. I would suggest reading the material carefully, considering the implications (academically, personally, politically), and preparing some thought-provoking questions for the class discussion, at minimum. You are also welcome create student activities and use whatever outside materials and/or audio/visual aids that you would like (though this is not required). My goal here is to 1) get you comfortable with speaking, facilitating discussion, and presenting material in front of groups of people—as this is an important skill 2) give you a deeper understanding of the material by teaching it and talking through it, which will ultimately make you a better writer. You should expect to facilitate discussion for approximately 30 minutes. Please see the handout from the first day of class for ideas and best practices on leading seminar.

*In-Class Writing Prompts (10%):* We will start off some classes with a brief (10-15 minute) writing prompt on the readings for the day. I will provide you with a prompt (perhaps a quote from a reading, or a

topic) and you will need to reflect on that prompt based on the readings. As part of the prompt, you should begin with a summary of the authors' argument, findings, and conclusions, as well as your reflections on the topic. For example—did you find the study useful? Did something bother you about the question/theory/methods? This is the place to get some of these ideas down. You will receive feedback on these reading prompts and may use them during group peer-review sessions and may be asked to revise the prompts during our writing workshops. You can only turn in the reading prompts in-person on the day of class. If you are absent, you are not allowed to turn in the prompts via email. Prompts will be graded on the check system (✓+ [exemplary], ✓ [average/adequate], ✓- [not sufficient]). To account for occasional absences, I will drop the two lowest writing prompt grades.

*Writing Workshops (5%)* During most class periods we will have writing workshops. Some of these writing workshops will have distinct themes (such as “Reading Academic Articles” “Writing Social Scientific Research Articles” and “Writing Social Science for a Public Audience” “How to search for and cite academic research”), while in others we will free write, or take this time to workshop and peer review your writing with classmates. Because writing is central to this course, your attendance on writing workshop days will be graded. If you show up and actively contribute, you will receive an A for the day. If you do not come to class, you will receive a 0 for the day. To account for occasional absences, I will drop the lowest writing workshop grade at the end of the term.

*Paper 1 (25%)* For your first major writing assignment, you are tasked with writing an op-ed (opinion) piece, like those that run in major newspapers and online outlets. You will select a major issue (e.g., global warming, sexual assault, the opioid epidemic) and a corresponding academic research article. Your goal is to make an argument using the key findings of the academic research article in the form of an op-ed. There are two objectives to this assignment: 1) to provide you with the tools to write op-eds in the future; 2) to give you experience translating academic research to public audiences. You will have multiple opportunities to revise this paper. You will also have another opportunity for feedback when you turn in a draft of your full paper before the final draft is due. All drafts should be submitted via Canvas by the deadline. You will receive more details on this assignment in class. This paper will be completed in a series of steps:

- 1) Op-ed “pitch”: article/issue selection, outline of major op-ed elements (lede, thesis, three claims, “to be sure” counterclaim, and call to action) (5%) **Due 1/18**
- 2) Rough draft of op-ed and references page (5%) **Due 1/25**
- 3) Final Draft of Op-Ed (15%) **Due 2/1**

*Final Research Paper (45%)* For the final writing assignment, you will write a standard sociological research paper on the topic or question of your choice (if it is related to stratification and inequality). You will draw on secondary literature (at least seven academic sociological research articles) to address your research questions. This paper will be completed in a series of steps, and you will receive feedback and review from myself and your classmates at each stage:

- 1) *1 page research proposal (5%):* Your research proposal must include your research question, a testable hypothesis, and a description of how you plan to address/answer your research question (see assignment instructions for more details). **Due 2/8**
- 2) *Literature Review (5%):* Your literature review should include a discussion of the relevant scholarly literature on your topic as it pertains to your research question. Please note that the

- literature review is not supposed to be a simple summary of the research on a topic. Rather, you need to use existing research, theory, and evidence to build your argument and motivate your research question. **Due 2/20**
- 3) *Rough Draft (5%)* **Due 2/27** You will need to schedule a 15 minute meeting with me on **Friday 3/1** to discuss your plans for revision.
  - 4) *Revised Draft (5%)* **Due 3/3 by 6pm (via email to Prof Houle and your peer review partner)**.
  - 5) *Final Draft (25%)* **Due 3/10 by 5pm**

\*\*I will provide more details on the specifics (ex. using ASA style, font requirements) in class.

*Class Participation (5%):* Given that this class will be a seminar rather than lecture, class participation is imperative to the success of this class. What does class participation entail? It means you must be an active participant in the class. On days that you are not facilitating, this includes actively contributing to the class discussion, above and beyond your participation in small group discussions and workshops. If you come into class, sit quietly every day, and do not contribute to class discussion you will receive a 0 for class participation.

*I will use the following scale in assigning grades:*

95%-100%:	A	83%-88.9%:	B	73%-76.9%:	C	Below 60%:	F
92%-94.9%	A-	80%-82.9%	B-	70%-72.9%	C-		
89%-91.9%:	B+	77%-79.9%:	C+	60%-69.9%:	D		

### **Attendance Policy**

As a general rule, I do not believe in attendance policies for college-aged students. If you must miss class, you do not need to provide me with an explanation. More importantly, do not ask whether you missed anything important (if the material you missed wasn't important, it wouldn't have been covered in class). Do not ask me for notes—ask your classmates. I will assume that you are serious about your commitment to this class. As such, I presume that if you miss class, you have a good reason (e.g., you are very sick, you are caring for someone who is very sick, or you are trapped under something very heavy). One exception: If your absences become chronic, or if you anticipate chronic absences, then it's time to consult with me.

All that said, if you blow off class and do so on a regular basis, your class participation, reading prompt, and writing workshop grades will suffer.

### **Late Policy**

All students will receive one 24-hour extension on any class assignment of their choosing, no questions asked (for exceptions to this policy, see below). Students should notify me via email if/when they plan to use their extension. After that, on any assignment, your grade will be reduced by 8 percentage points for each day late (e.g., 1 day late a grade of 100 would be reduced to a 92; 2 days, 84; and so on). Please come talk to me if you are having difficulty keeping up with the coursework. **There are three exceptions to this policy: reading prompts, Slack posts, and your revised draft of Paper #2 (to be sent to your peer review partner) will not be accepted if they are late.**

*Make-up exams/assignments:* There will be no make-up assignments except in extremely rare cases in which some unforeseen crisis/emergency arises. If you know ahead of time that you have a conflict with an assignment due date, you should turn in the assignment early to avoid late penalties. If you hand in an assignment late because you are sick, and you have had several weeks to complete the assignment, the late penalty will still apply.

### **Academic Integrity**

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner and all members of the Dartmouth community are expected to act in accordance with this principle. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the Dartmouth community and compromise the worth of work completed by others. As such, dishonesty of any kind will not be tolerated and students found in violation of the Dartmouth Academic Honor Principle will be notified and reported to the appropriate authorities (<http://student-affairs.dartmouth.edu/policy/academic-honor-principle>). Cheating and other forms of dishonesty (such as plagiarizing) often result when students feel too much pressure to perform and that they do not have the tools to achieve their goals. If you are falling behind or feeling overwhelmed, please come sit down and chat with me BEFORE you decide to cheat. For additional resources on the Academic Honor Code, plagiarizing, and proper citation of sources, please see the following link: <http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>

### **Use of Generative AI Tools**

Generative AI tools such as ChatGPT and similar technologies are rapidly becoming part of our professional lives. Used properly, these tools can enhance our work; used improperly, they can result in plagiarism, academic dishonesty, false information, and intellectual stunting. Use of these tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts
- Formatting references in ASA style
- Checking grammar, style, and clarity when revising drafts

The use of generative AI tools is not permitted in this course for the following activities:

- Writing entire sentences, paragraphs or papers to complete class assignments and exams. You are expected to compose your written assignments yourself.
- Using AI tools as a substitute for original thought
- Composing discussion board prompts.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.

If you use Generative AI tools on anything you submit for SOCY 7, you must provide sufficient documentation or attribution, just as you would for any other source or reference. In an appendix to your assignment, please include an explanation as to (a) your original prompt to the chatbot; (b) some examples of incorrect data that the chatbot provided to you; and, (c) how you reworked and revised so that your final document was both factually accurate and reflected your writing voice and style. Please

exercise caution in using AI for research assistance, as all existing AI apps ‘hallucinate’ and supply false information. Do not rely on AI for accurate information, but always fact-check. Any violation of this policy is a violation of the Dartmouth Academic Honor Principle and will be reported to the Committee on Standards.

### **Accommodations**

Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see us privately as early in the term as possible. Students requiring disability-related academic adjustments and services must consult the [Student Accessibility Services](#) office (Carson Hall, Suite 125, 603-646-9900, [Student.Accessibility.Services@Dartmouth.edu](mailto:Student.Accessibility.Services@Dartmouth.edu)). Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to us. As a first step, if students have questions about whether they qualify to receive academic adjustments and services, they should contact the SAS office. All inquiries and discussions will remain confidential, but please note that the Student Disabilities Coordinator may be consulted to verify the disability.

### **Writing Center**

The Writing Center is a free support service that is dedicated to helping students through all stages of the writing process and at any point in their undergraduate careers. In one-on-one appointments, peer tutors use facilitative approaches to engage students in active dialogue about writing and help them grow as writers. Tutors can help students develop strategies for generating ideas, find and evaluate research sources, outline and organize information, and revise completed drafts. Students may schedule an appointment with a peer tutor by visiting [dartgo.org/writingcenter](http://dartgo.org/writingcenter).

### **Access to Campus Resources**

We recognize that the academic environment at Dartmouth is challenging, that our terms are intensive, and that classes are not the only demanding aspect of your life. Many of you may be facing greater challenges than usual given the changes to your living and learning environment, public health concerns, and a host of other factors (e.g., housing or food insecurity, new or changing caregiving responsibilities, accessibility and visa concerns, access to health and mental health support, and so on).

There are a number of campus resources available to support your needs. For concerns about health and wellness, you may reach out to the [Dartmouth Health Service](#) (603-646-9400), [Counseling Services](#) (603-646-9442), and the [Student Wellness Center](#). For academic needs, you may contact your [undergraduate dean](#) (603-646-2243), [Student Accessibility Services](#) (603-646-9900), and the [Academic Skills Center](#) (603-646-2014). Students with concerns related to campus employment may connect with the [Student Employment Office](#) (603-646-3641). Those with visa-related concerns may reach out to the [Office of Visa and Immigration Services](#) (603-646-3474). We encourage you to take advantage of these resources, and to speak with us if you need support in the class.

Please note that faculty and staff are required by law to report certain matters to relevant parties on campus, including disclosures of sexual or gender-based harassment, sexual assault, relationship and interpersonal violence, and stalking. You can find more information about confidential versus non-confidential resources and support options [here](#).

## Course Readings

Cottom, Tressie McMillan. 2019. *Thick and Other Essays*. New York: The New Press  
**(I will provide each student with a free copy of this book on the first day of class)**

All readings for this course will be available on Canvas, except for Cottom. You are expected to complete the readings by the date listed on the syllabus and come to class prepared to discuss these readings—if you were at all confused or lost by the readings, then you must come to class with questions for discussion.

A general note on reading academic journal articles in this course: Much of the reading in this course will be from the major sociological journals (e.g., *American Journal of Sociology*, *American Sociological Review*). For this reason, the reading may be a bit more arduous for those of you who are unfamiliar with the technical style of academic journal articles. For this reason, we will spend time learning how to read scholarly articles, and in many cases I will only be assigning portions of articles. That said, please do not get too caught up or tripped up by the details of the analytical methods and results. I am more concerned that you come away with the general arguments and conclusions of an article than I am with whether you understand the intricacies of multiple regression (or whatever method is used). Thus, you should pay closest attention to the “front end” of the paper (that is, the literature review and hypotheses) and the conclusion section. You should do your best with the methods and results sections of the paper, as they can provide important clues about the strengths and weaknesses of the study (e.g., how well do their variables measure the concepts they’re interested in? Do their data allow a good test of their hypothesis? Do we believe their findings?), but don’t let yourself get lost in the weeds.

## **READING SCHEDULE**

*Note: please refer to evaluation and grading section for due dates; Please also see CANVAS calendar for all assignment due dates. You are expected to complete the readings by the date listed on the syllabus and come to class prepared to discuss these readings*

### **Unit 1: How Do Sociologists Think About Social Stratification? An Introduction (1/4-1/9)**

*Songs of the Unit: Working Class Hero, John Lennon*

*Darkness on the Edge of Town, Bruce Springsteen*

*My Hometown, Bruce Springsteen*

*This is America, Childish Gambino*

#### **Thursday 1/4: An Introduction to the Course**

Marx, Karl. "Alienation and Social Classes" (pp. 127-131) and "Ideology and Class" (pp. 141-142), Grusky

Bourdieu, Pierre. "The Forms of Capital" pp. 443-456, M&S

Cottom- "In the Name of Beauty"

#### **Tuesday 1/9**

Davis, Kingsley and Wilbert E. Moore. 1945. "Some Principles of Stratification." *American Sociological Review*, p. 28-30, Grusky

Tumin, Melvin. 1953. "Some Principles of Stratification: A Critical Analysis." *American Sociological Review* p 31-38, Grusky

Cottom- "Thick"

Fischer, Claude et al. 1996. "Inequality by Design" excerpt from *Inequality by Design*, pp. 39-42, Grusky. (Note: for material in the Grusky reader, you can find the full citation information on the first page of the PDF).

### **Unit 2: American Exceptionalism? Status Attainment and Social Mobility (1/11-1/16)**

*Songs of the Unit: Career Opportunities, The Clash*

*Factory, Bruce Springsteen*

*All American Made, Margo Price*

*Fortunate Son, Creedence Clearwater Revival*

#### **Thursday 1/11**

Beller, Emily and Michael Hout. 2006. "Intergenerational Social Mobility: The United States in Comparative Perspective." *The Future of Children* 16: 19-36.

Pinsker, Joe. 2015. "America is even less socially mobile than economists thought" *The Atlantic*  
<http://www.theatlantic.com/business/archive/2015/07/america-social-mobility-parents-income/399311/>

Cottom, "Girl 6"



### **Read for Writing Workshop:**

Watts, Tyler W, Greg J. Duncan, and Haonan Quan. 2018. "Revisiting the Marshmallow Test: A Conceptual Replication Investigating Links Between Early Delay of Gratification and Later Outcomes." *Psychological Science* 29:1159-1177.

Stephens, Brett. 2017. "Tips for Aspiring Op-Ed Writers." *The New York Times*, August 25.

### **Tuesday 1/16**

Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67:747-776. (For a follow-up to this study, see Lareau 2015 in the optional readings for this unit)

### **Unit 3: Poverty and Social Welfare Policy (1/18-1/23)**

*Songs of the Unit:*        *Fast Car, Tracy Chapman*  
                                  *Crime to be Broke in America, Michael Franti & Spearhead*  
                                  *Cumberland Gap, Jason Isbell & The 400 Unit*

### **Thursday 1/18**

Brady, David. 2023. "Poverty, Not the Poor." *Science Advances* 9:1-17.

Brady, David, Ryan Finnigan, and Sabine Hubgen. 2018. "Single Mothers Are Not the Problem." *New York Times*. Feb 10. <https://www.nytimes.com/2018/02/10/opinion/sunday/single-mothers-poverty.html>

Klein, Ezra. 2023. "Matthew Desmond on America's Addition to Poverty." *The Ezra Klein Show* (Podcast)

***Optional: For another good op-ed/article pairing, see:***

Parolin, Zachary. 2021. "Temporary Assistance for Needy Families and the Black-White Child Poverty Gap in the United States." *Socio-Economic Review* 19:1005-1035

Parolin, Zachary. 2019. "Welfare Money is Paying for a Lot of Things Besides Welfare." *The Atlantic*. <https://www.theatlantic.com/ideas/archive/2019/06/through-welfare-states-are-widening-racial-divide/591559/>

### **Tuesday 1/23**

Duncan, Cynthia "Mil". 1996. "Understanding Persistent Poverty: Social Class Context in Rural Communities." *Rural Sociology* 61:103-124.

Cottom, “The Price of Being Fabulous”

Badger, Emily and Margot Sanger-Katz. 2020. “Take the Quiz: Could You Manage as a Poor American?” *The New York Times* <https://www.nytimes.com/interactive/2020/01/28/upshot/administrative-burden-quiz.html>

\*\*Optional: for those interested in recent research on reducing poverty, see these two special issues of the *Russell Sage Foundation Journal* at the links below:

<https://muse.jhu.edu/issue/38083>

<https://muse.jhu.edu/issue/38084>

#### **Unit 4: Race, Ethnicity, and Legal Status (1/25-1/30)**

*Songs of the Unit:*

*Walking in the Snow, Run the Jewels*  
*The Blacker the Berry, Kendrick Lamar*  
*Only A Pawn in Their Game, Bob Dylan*  
*The Ballad of Crowfoot, Willie Dunn*  
*This Land, Gary Clark Jr.*  
*Pa'lante—Hurray for the Riff Raff*  
*Mitski, Best American Girl*

#### **Thursday 1/25**

Coates, Ta-Nahesi. 2014. “The Case for Reparations.” *The Atlantic*

<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

Optional: For those interested in more introductory material on race and racism in the U.S., check out the following podcast: Chicago Public Radio. 2015. “The Problem we all live with” *This American Life*

<http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with>

Pager, Devah. 2003. “The Mark of a Criminal Record.” *American Journal of Sociology* 108:937-975 (SKIM)

Desmond, Matthew, Andrew V. Papachristos, and David S Kirk. “Police Violence and Citizen Crime Reporting in the Black Community.” *American Sociological Review* 81:857-876.

Cottom, “Know Your Whites”

#### **Tuesday 1/30**

Flores, René and Ariela Schachter. 2018. “Who are the ‘Illegals?’ The Social Construction of Illegality in the United States.” *American Sociological Review* 83:839-868.

Guo, Jeff. 2016. “The Real Secret to Asian American Success Was Not Education.” *The Washington Post* <https://www.washingtonpost.com/news/wonk/wp/2016/11/19/the-real-secret-to-asian-american-success-was-not-education/>

Cottom, “Black is Over”

Optional: For those interested in additional recent research on race and immigration in the U.S., please see this special edition of the *Russell Sage Foundation Journal* below:

<https://muse.jhu.edu/issue/39026>

### **Unit 5: Sex and Gender Stratification (2/1-2/6)**

*Songs of the Unit:*                      *Transgender Dysphoria Blues, Against Me!*  
   *Dixon's Girl, Dessa*  
   *Paygap, Margo Price*

#### **Thursday 2/1**

England, Paula. 2014. "Devaluation and the Pay of Comparable Male and Female Occupations." Pp. 919-923 in Grusky Reader

Miller, Claire Cain. 2016. "As Women Take Over a Male-Dominated Field, the Pay Drops." *The Upshot, New York Times*. <https://www.nytimes.com/2016/03/20/upshot/as-women-take-over-a-male-dominated-field-the-pay-drops.html>

Cottom, "Black Girlhood Interrupted"

#### **Tuesday 2/6**

Correll, Shelley J. 2004. "Constraints into Preferences: Gender, Status, and Emerging Career Aspirations." *American Sociological Review* 69: 93-113.

Cottom "Dying to be Competent"

### **Unit 6: College: The Great Leveler? (2/8 – 2/13)**

*Songs of the Unit:* *Money, Pink Floyd*  
   *Strange Arithmetic, The Coup*  
   *Last of my Kind, Jason Isbell*

#### **Thursday 2/8**

Hout, Michael. 2012. "Social and Economic Returns to College Education in the United States." *Annual Review of Sociology* 38:379-400. **\*\*NOTE: Skip or Skim section on "causal inference" from p. 382-386; Please also feel free to skip any passages with complex statistical language.**

Bhatia, Aatish, Claire Cain Miller, and Josh Katz. 2023. "Study of Elite College Admissions Data Suggests Being Very Rich is its own Qualification." *The Upshot: New York Times*, July 24.

Spend some time exploring the data behind this research:

Economic Diversity and Students Outcomes at Dartmouth College. *The Upshot: New York Times* <https://www.nytimes.com/interactive/projects/college-mobility/dartmouth-college>; See updated data here: <https://www.nytimes.com/interactive/2023/09/11/upshot/college-income-lookup.html>; For more background, see: <https://www.nytimes.com/interactive/2023/09/07/magazine/college-access-index.html>

## **Tuesday 2/13**

Jack, Anthony Abraham. 2016. "(No) Harm In Asking: Acquired Cultural Capital and Academic Engagement at an Elite University." *Sociology of Education* 89: 1-19.

Cottom, Tressie. 2017. "The Coded Language of For Profit College" *The Atlantic* <https://www.theatlantic.com/education/archive/2017/02/the-coded-language-of-for-profit-colleges/516810/>

Cottom, Tressie. 2022. "America Turned the Greatest Vehicle of Social Mobility Into a Debt Machine." *The New York Times* <https://www.nytimes.com/2022/05/21/opinion/cancel-student-loan-debt.html>

## **Unit 7: Income Inequality: Causes and Consequences (2/15-2/20)**

*Songs of the Unit: Price Tag, Sleater Kinney  
Rose Colored Sky, TacoCat*

## **Thursday 2/15**

Leonhardt, David. 2017. "Our Broken Economy, in One Simple Chart." *The New York Times*, August 7. <https://www.nytimes.com/interactive/2017/08/07/opinion/leonhardt-income-inequality.html>

Leicht, Kevin and Scott Fitzgerald. 2014. "The Struggling Middle Class." Pp. 15-28 of *Middle-Class Meltdown: Causes, Consequences and Remedies*

Saez, Emmanuel 2019. "Striking It Richer: The Evolution of Top Incomes in the United States", *Pathways Magazine*. Stanford, CA: Stanford Center for the Study of Poverty and Inequality [note estimates updated annually]

## **Tuesday 2/20**

Western, Bruce and Jake Rosenfeld. 2011. "Unions, Norms, and the Rise in U.S. Wage Inequality" *American Sociological Review* 4:513-537.

Fisher, Claude et al. 1996. "How Unequal? America's Invisible Policy Choices." Excerpt from *Inequality by Design*, pp.773-797, M&S

## **Unit 8: Wealth Inequality, Elites and the 1 Percent (2/22)**

*Song of the Unit: Super Rich Kids, Frank Ocean  
Royals, Lorde*

## Thursday 2/22

Ingraham, Christopher. 2017. "The Richest 1 Percent Now Owns More of the Country's Wealth Than at any Time in the Past 50 Years." *The Washington Post*, December 6.

[https://www.washingtonpost.com/news/wonk/wp/2017/12/06/the-richest-1-percent-now-owns-more-of-the-countrys-wealth-than-at-any-time-in-the-past-50-years/?utm\\_term=.57dfb061c763](https://www.washingtonpost.com/news/wonk/wp/2017/12/06/the-richest-1-percent-now-owns-more-of-the-countrys-wealth-than-at-any-time-in-the-past-50-years/?utm_term=.57dfb061c763)

Khan, Shamus Rahman. 2012. "The Sociology of Elites." *Annual Review of Sociology* 38:361-377

Harrington, Brooke. 2015. "Inside the Secret World of Tax Avoidance Experts." *The Atlantic*

<http://www.theatlantic.com/business/archive/2015/10/elite-wealth-management/410842/>

## **Unit 9: Inequality in Crisis: The Great Recession and the COVID-19 Pandemic Inequality in the Wake of The Great Recession (2/27-2/29)**

*Songs of the Unit: Bored in the U.S.A, Father John Misty*  
*Life During Peacetime, Worriers*  
*Death to my Hometown, Springsteen*

## Tuesday 2/27

Campbell, John. 2010. "Neoliberalism in Crisis: Regulatory Roots of the U.S. Financial Meltdown." *Research in the Sociology of Organizations* 30b:65-101.

Hou Lin, Ken and Megan Tobias Neely. 2020. "Why the Great Recession Made Inequality Worse." *OUPBlog* [https://blog.oup.com/2020/02/why-the-great-recession-made-inequality-worse/#\\_prclt=ldv1dc70](https://blog.oup.com/2020/02/why-the-great-recession-made-inequality-worse/#_prclt=ldv1dc70)

### ***Further (Optional) Reading for Interested Parties:***

Kiel, Paul, and Annie Waldman. 2015. "The Color of Debt: How Collection Suits Squeeze Black Neighborhoods." *ProPublica* <https://www.propublica.org/article/debt-collection-lawsuits-squeeze-black-neighborhoods>

\*If you're interested in following up on this, check out the *This American Life* episode "Status Update" <http://www.thisamericanlife.org/radio-archives/episode/573/status-update?act=3#play>

## Thursday 2/29

Badger, Emily. 2020. "The Year Inequality Became Less Visible, and More Visible than Ever." *The New York Times*. <https://www.nytimes.com/2020/12/28/upshot/income-inequality-visible.html>

Parolin, Zachary and Stefano Filauro. 2023. "The United States' Record-Low Child Poverty Rate in International and Historical Perspective: A Research Note." *Demography* 60:1665-1673.

Lowrey, Annie. 2023. "Low-Wage Jobs are Becoming Middle-Class Jobs." *The Atlantic*, March 4. <https://www.theatlantic.com/ideas/archive/2023/03/wage-growth-income-inequality-labor-market/673277/>

**Optional: Interested in Learning more about inequality and COVID infections/deaths? This piece is a good start:**

Jones, Malia, Mahima Bhattar, Emma Henning, and Shannon M. Monnat. 2023. "Explaining the U.S. Rural Disadvantage in COVID-19 Case and Death Rates During the Delta-Omicron Surge: The Role of Politics, Vaccinations, Population Health, and Social Determinants." *Social Science & Medicine* 335:116180.

### **Writing Workshop #8, Tuesday 3/5**

Wrap-up (optional) readings for your own edification:

Hobbes, Michael. 2017. "FML: Why Millennials are Facing the Scariest Financial Future of Any Generation Since the Great Depression." *Highline* <http://highline.huffingtonpost.com/articles/en/poor-millennials/>

Taylor, Keeanga-Yamahtta. 2020. "How Do We Change America? The quest to Transform this Country Cannot be Limited to Challenging its Brutal Police." *The New Yorker* <https://www.newyorker.com/news/our-columnists/how-do-we-change-america>

## **Unit 10 (Optional Unit): What Can Be Done? Policy Solutions for Inequality**

Sociologists have a knack for pointing out the social ills and problems in society. While we have focused on solutions for the issues discussed in class, I thought it might be useful to provide a more coherent discussion of what can be done to reduce the inequalities discussed this term in this optional unit. Feel free to explore the readings below as well as the lecture notes posted on canvas.

*Songs of the Unit: Alright, Kendrick Lamar*  
*Bob Dylan, Blowin' in the Wind*  
*Sam Cooke, A Change is Gonna Come*

Darity, William and Darrick Hamilton. 2012. "Bold Policies for Economic Justice." *The Review of Black Political Economy* 39:79-85.

Darity, William. 2019. "Running the Numbers on Closing the Racial Wealth Gap." Durham, NC: The Samuel DuBois Cook Center on Social Equity, Duke University.

Desmond, Matthew. 2019. "Dollars on the Margins." *The New York Times Magazine*  
<https://www.nytimes.com/interactive/2019/02/21/magazine/minimum-wage-saving-lives.html?smid=tw-nytmag&smtyp=cur>

Fischer, Claude. 2019. "Fixing Inequality: More Opportunity is Not the Answer." *Made in America: Notes on American Life from American History*.  
<https://madeinamericathebook.wordpress.com/2019/03/04/fixing-inequality-more-opportunity-is-not-the-answer/>

Hanauer, Nick. 2019. "Better Schools Won't Fix America." *The Atlantic*  
<https://www.theatlantic.com/magazine/archive/2019/07/education-isnt-enough/590611/>

Wright, Erik Olin. 2013. "Transforming Capitalism through Real Utopias (2012 ASA Presidential Address)." *American Sociological Review*. 78:1-25. (Note: Prof Wright was a great speaker. If you would prefer to watch him deliver this address, rather than read it, see the linked video here: <https://vimeo.com/203840373#t=3240s>)

## *Optional Readings by Unit*

### **Unit 1**

Massey, Doug. "How Stratification Works" pp. 1-27 in *Categorically Unequal*

Tilly, Charles. "The Roots of Durable Inequality", pp. 432-442, M&S

Ridgeway, Cecilia L. "Why Status Matters for Inequality." *American Sociological Review* 79:1-16.

Weber, Max "Class, Status and Party" pp 165-174, Grusky

Young, Iris Marion. 2003. "Political Responsibility and Structural Injustice." Lindley Lecture, University of Kansas.

### **Unit 2**

Berger, Thor. 2018. "Places of Persistence: Slavery and the Geography of Intergenerational Mobility in the United States." *Demography* 44:1547-1565.

Berger, Thor and Per Engzell. 2022. "Industrial Automation and Intergenerational Income Mobility in the United States." *Social Science Research* 104:102686

Bowles, Samuel and Herbert Gintis. 2002. "The Inheritance of Inequality." *Journal of Economic Perspectives* 16: 3-30.

Chetty, Raj, David Grusky, Maximilian Hell, Nathaniel Hendren, Robert Manduca, and Jimmy Nurang. 2017. "The Fading American Dream: Trends in Absolute Income Mobility Since 1940." *Science* 356:398-406.

Clark, Gregory. 2014. "Your Ancestors, Your Fate." Published in *The New York Times*  
<http://opinionator.blogs.nytimes.com/2014/02/21/your-fate-thank-your-ancestors/>  
February 21, 2014.

Dahlin, Eric. 2019. "Are Robots Stealing Our Jobs?" *Socius* 5:1-14

Downey, Douglas B., Paul T. von Hippel, and Beckett A. Broh. 2004. "Are Schools the Great Equalizer? Cognitive Inequality During the Summer Months and the School Year." *American Sociological Review* 69:613-635.

Ferrie, Joseph P. 2005. "The End of American Exceptionalism? Mobility in the United States Since 1850." *Journal of Economic Perspectives* 19:199-215.

Hout, Michael. 2015. "A Summary of What We Know about Social Mobility." *Annals of the American Association of Political and Social Science* 657: 27-36.

Jencks, Christopher, and Laura Tach. 2006. "Would Equal Opportunity Mean More Mobility?" in Stephen L. Morgan, David B. Grusky and Gary S. Fields (eds.) *Mobility and Inequality: Frontiers of Research in Sociology*. Stanford University Press, pp. 23-



58.

- Lareau, Annette. 2015. "Cultural Knowledge and Social Inequality." *American Sociological Review* 80:1-27.
- Lin, Nan. 1992. "Social Networks and Status Attainment." *Annual Review of Sociology* 25:467-487.
- Song, Xi, Catherine G. Massey, Karen A Rolf, Joseph P. Ferrie, Jonathan L Rothbaum, and Yu Xie. 2019. "Long-term Decline in Intergenerational Mobility in the United States Since the 1850's." *PNAS*. Forthcoming (Online First)
- Tach, Laura. 2015. "Social Mobility in an Era of Family Instability and Complexity." *The Annals of the American Academy of Political and Social Science* 657:83-96.
- Turner, Ralph. 1960. "Sponsored and Contest Mobility and the School System" *American Sociological Review* 25:855-867
- Van Leeuwen and Maas "Historical Studies of Social Mobility and Stratification" *Annual Review of Sociology*
- Warren, John Robert, and Robert M. Hauser. 1997. "Social Stratification across Three Generations: New Evidence from the Wisconsin Longitudinal Study." *American Sociological Review* 62:561-72.
- Western, Bruce. 2002. "The Impact of Incarceration on Wage Mobility and Inequality." *American Sociological Review* 67:526-546.
- Wright, Erik Olin, Cynthia Costello, David Hachen, and Joey Sprague. 1982. The American Class Structure. *American Sociological Review* 46:709-726.

### Unit 3

- Badger, Emily. 2016. "Why Losing a Home Means Losing Everything." *The Washington Post*, February 29. [https://www.washingtonpost.com/news/wonk/wp/2016/02/29/how-the-housing-market-exploits-the-poor-and-keeps-them-in-poverty/?utm\\_term=.4eb2e493daf](https://www.washingtonpost.com/news/wonk/wp/2016/02/29/how-the-housing-market-exploits-the-poor-and-keeps-them-in-poverty/?utm_term=.4eb2e493daf)
- Block, Fred et al. 2006. "The Compassion Gap in American Poverty Policy." *Contexts* 5:14-20
- Brady, David, Regina Baker, and Ryan Finnigan. 2013. "When Unionization Disappears: State-Level Unionization and Working Poverty in the United States." *American Sociological Review* 78:872-896
- Brady, David, Ryan M. Finnigan, and Sabine Hubgen. 2017. "Rethinking The Risks of Poverty: A Framework for Analyzing Prevalences and Penalties." *American Journal of Sociology* 123:740-786.
- Cozzarelli, Catherine et al. 2001. "Attitudes Towards the Poor and Attributions for Poverty." *Journal of Social Issues* 57:207-227

- Danzinger, Sandra. 2010. "The Decline of Cash Welfare and Implications for Poverty." *Annual Review of Sociology* 36:523-545.
- Desmond, Matthew and Bruce Western. 2018. "Poverty in America: New Directions and Debates." *Annual Review of Sociology* 44:305-318.
- Desmond, Matthew and Adam Travis. 2018. "Political Consequences of Survival Strategies Among the Urban Poor." *American Sociological Review* 83:869-896.
- Desmond, Matthew and Nathan Wilmers. 2019. "Do the Poor Pay More for Housing? Exploitation, Profit, and Risk in Rental Markets." *American Journal of Sociology* 124:1090-1124
- Duncan, Greg J and Katherine Magnuson. 2011. "The Long Reach of Early Childhood Poverty." *Pathways*, p. 417-423, Grusky
- Evans, Gary W, Jeanne Brooks-Gunn, and Pamela Kato Klebanov. "Stressing out the Poor." *Pathways*, p. 423-430 Grusky
- Hawkins, Robert Leibson. 2005. "From Self-Sufficiency to Personal and Family Sustainability: A New Paradigm for Social Policy" *Journal of Sociology and Social Welfare* 32:77-92
- Hofferth, Sandra. 2002. "Did Welfare Reform Work? Implications for 2002 and Beyond." *Contexts* 1:45-51.
- Iceland, John. Excerpts from *Poverty in America: A Handbook*. 2012. Berkeley: University of California Press
- Kail, Ben Lennox, and Marc Dixon\*\*. 2011. "The Uneven Patterning of Welfare Benefits at the Twilight of AFDC" *The Sociological Quarterly* 52:376-399
- Lee, Barrett A., Chad R. Farrell, and Bruce G. Link. 2004. "Revisiting the Contact Hypothesis: The Case of Public Exposure to Homelessness." *American Sociological Review* 69:40-63.
- Ludwig, Jens and Susan E. Mayer. 2006. "Culture and the Intergenerational Transmission of Poverty: The Prevention Paradox." *The Future of Children* 16:175-196.
- Matthews, Dylan. 2016. "'If the Goal was to Get Rid of Poverty, We Failed': The Legacy of the 1996 Welfare Reform." *Vox* <https://www.vox.com/2016/6/20/11789988/clintons-welfare-reform>  
[for a more thorough discussion of academic research on the aftermath of 1996 welfare reform, see Tach and Edin 2017 in the optional readings]
- Newman, Katherine S. and Rourke L. O'Brien. 2011. "Taxing the Poor: How Some States Make Poverty Worse." *Pathways*, p 369-375, Grusky
- Porter, Eduardo. 2015. "The Myth of Welfare's Corrupting Influence on the Poor." *The New York Times*, October 20. <https://www.nytimes.com/2015/10/21/business/the-myth-of-welfares-corrupting-influence-on-the-poor.html>
- Rank, Mark and Thomas A Hisrchl. 1999. "The Likelihood of Poverty Across the American Adult Life Span." *Social Work* 44:201-216

Rank, Mark and Thomas A Hirschl. 2002. "Welfare Use as a Life Course Event: Toward a New Understanding of the US Safety Net" *Social Work* 47:237-248.

Rodgers, Harrell and Lee Payne. 2007. "Child Poverty in the American States: The Impact of Welfare Reform, Economics, and Demographics." *Policy Studies Journal* 35:1-21

Seefeldt, Kristin S. and John D. Graham "The Impact of the Great Recession on Poverty in the U.S.", p. 17-41 of *America's Poor and the Great Recession*

Seefeldt, Kristin S. and John D. Graham "America's Partial Social Safety Net", p. 58-83 of *America's Poor and the Great Recession*

Tach, Laura and Kathryn Edin. 2017. "The Social Safety Net After Welfare Reform: Recent Developments and Consequences for Household Dynamics." *Annual Review of Sociology* 43:541-561.

Wilson, William Julius. 1996. *When Work Disappears: The World of the New Urban Poor*. New York: Vintage Books.

#### Unit 4

Badger, Emily. 2017. "How Redlining's Racist Effects Lasted for Decades." *The New York Times: Upshot*, August 24. <https://mobile.nytimes.com/2017/08/24/upshot/how-redlinings-racist-effects-lasting-for-decades.html?referer>

Bonilla-Silva, Eduardo, and Tyrone A. Forman. 2000. "'I am not a Racist But...': Mapping White College Students' Racial Ideology in the United States." *Discourse and Society* 11:50-85

Bonilla-Silva, Eduardo. 2018. "'Racists,' 'Class Anxieties,' Hegemonic Racism, and Democracy in Trump's America." *Social Currents* Forthcoming (Online First).

Chetty, Raj, Nathaniel Hendren, Maggie R. Jones, and Sonya R. Porter. 2018. "Race and Economic Opportunity in the United States: An Intergenerational Perspective." *National Bureau of Economic Research*, Working Paper 24441

Conley, Dalton. 1999. *Being Black, Living in the Red*. Berkeley: University of California Press

Edwards, Frank, Michael Esposito, and Hedwig Lee. 2018. "Risk of Police-Involved Death by Race/Ethnicity and Place, United States, 2012-2018." *American Journal of Public Health* 108:1241-1248.

Farley, John E and Gregory Squires. 2005. "Fences and Neighbors: Segregation in the 21<sup>st</sup> century America" *Contexts* 4:33-39.

Gans, Herbert J. 2005. "Race as Class." *Contexts* 4:17-21.

Gladwell, Malcolm. 2015. "Starting Over: Many Katrina Victims Left New Orleans for Good: What Can We Learn from them?" *New Yorker* <http://www.newyorker.com/magazine/2015/08/24/starting-over-dept-of-social-studies-malcolm-gladwell>

Gonzales, Roberto. 2011. "Learning to be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." *American Sociological Review* 76:602-619.

- Guo, Jeff. 2016. "America Has Locked up So Many Black People it has Warped our Sense of Reality." *Washington Post*, February 26. [https://www.washingtonpost.com/news/wonk/wp/2016/02/26/america-has-locked-up-so-many-black-people-it-has-warped-our-sense-of-reality/?tid=pm\\_business\\_pop\\_b&utm\\_term=.b9f424b064c9](https://www.washingtonpost.com/news/wonk/wp/2016/02/26/america-has-locked-up-so-many-black-people-it-has-warped-our-sense-of-reality/?tid=pm_business_pop_b&utm_term=.b9f424b064c9)
- Landry, Bart and Kris Marsh. 2011. "The Evolution of the New Black Middle Class." *Annual Review of Sociology* 37:373-394.
- Lichter, Daniel T. 2013. "Integration or Fragmentation? Racial Diversity and the American Future." *Demography* 50:359-391.
- Manning, Alex. 2019. "The Age of Concerted Cultivation: A Racial Analysis of Parental Repertoires and Childhood Activities." *Du Bois Review*. Forthcoming (Online First)
- Massey, Doug and Nancy Denton. 1993. "The Perpetuation of the Black Underclass" excerpt from *American Apartheid: Segregation and the Making of the Underclass*, p. 376-385, Grusky.
- McBrier, Debra Branch and George Wilson. 2004. "Going Down? Race and Downward Occupational Mobility for White Collar Workers in the 1990's." *Work and Occupations* 31:283-322.
- Myers, Dowell and Morris Levy. 2018. "Racial Population Projections and Reactions to Alternative News Accounts of Growing Diversity." *The Annals of the American Academy of Political and Social Science* 677:215-228.
- Omi, Michael and Howard Winant. 1986. Excerpts from *Racial Formation in the United States*, p. 682-686, Grusky
- Rankine, Claudia. 2019. "I Wanted to Know What White Men Thought About Their Privilege. So I Asked." *The New York Times Magazine* <https://www.nytimes.com/2019/07/17/magazine/white-men-privilege.html>
- Reskin, Barbara. 2012. "The Race Discrimination System" *Annual Review of Sociology* 38:17-35
- Sharkey, Patrick. 2014. *Stuck in Place: Urban Neighborhoods and the End of Progress Toward Racial Equality*. Chicago: University of Chicago Press.
- Seamster, Louise and Victor Ray. 2018. "Against Teleology in the Study of Race: Toward the Abolition of a Progress Paradigm." *Sociological Theory* 36:315-342.
- Spotlight. 2017. "Boston. Racism. Image. Reality. The Spotlight Team Takes on Our Hardest Question." *The Boston Globe* December 10 [http://apps.bostonglobe.com/spotlight/boston-racism-image-reality/series/image/?p1=Spotlight\\_Race\\_TopNav](http://apps.bostonglobe.com/spotlight/boston-racism-image-reality/series/image/?p1=Spotlight_Race_TopNav)
- Strmic-Paul, Hephzibah, Brandon A. Jackson, and Steve Garner. 2017. "Race Counts: Racial and Ethnic Data on the U.S. Census and the Implications for Tracking Inequality." *Sociology of Race and Ethnicity*. Forthcoming (Online First)
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Tran, Van, Jennifer Lee, and Tiffany J. Huang. 2019. "Revisiting the Asian Second-Generation Advantage." *Ethnic and Racial Studies* 42:2248-2269.

Uwemedimo, Omolara, Ana C Monterrey, and Julie M Linton. 2017. "A Dream Deferred: Ending DACA Threatens Children, Families, and Communities." *Pediatrics* 140:1-3

Villarreal, Andrés and Christopher Tamoborini. 2018. "Immigrants' Economic Assimilation: Evidence from Longitudinal Earnings Records." *American Sociological Review* 83:686-715.

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Correll, Shelley J, Stephen Benard, and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* (excerpt, p. 831-841, Grusky Reader)

Edin, Kathryn and Maria Kefalas. 2005. "Unmarried with Children." *Contexts* 4:16-22

Gilman, Charlotte Perkins. *The Yellow Wallpaper* <https://www.gutenberg.org/files/1952/1952-h/1952-h.htm>

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Hsin, Amy. 2018. "Hegemonic Gender Norms and the Gender Gap in Achievement: The Case of Asian Americans." *Sociological Science* 5:752-774.

Jacobs, Jerry A. 2003. "Detours on the Road to Equality; Women, Work, and Higher Education" *Contexts* 2:32-41

Marini, Margaret Mooney and Pi-Ling Fan. 1997. "The Gender Gap in Earnings at Career Entry." *American Sociological Review* 62:588-604.

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Quadlin, Natasha. 2018. "The Mark of a Woman's Record: Gender and Academic Performance in Hiring." *American Sociological Review* 83:331-360.

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## Unit 6

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Grodsky, Eric, John Robert Warren, and Erika Felts. 2008. "Testing and Social Stratification in American Education." *Annual Review of Sociology*

Grodsky, Eric and Erika Jackson. 2009. "Social Stratification in Higher Education." *Teachers College Record*

Gabler, Jay and Jason Kaufman. 2006. "Chess, Cheerleading, Chopin: What Gets you Into College?" *Contexts* 5:45-49.

Goldrick-Rab, Sara and Nancy Kendall. 2014. "F2CO: Redefining College Affordability: Securing America's Future with a Free Two Year College Option." Indianapolis, IN: Lumina Foundation

Hamilton, Laura and Elizabeth Armstrong. 2012. "The (Mis)education of Monica and Karen." *Contexts* 4:22-27.

Hamilton, Laura T and Simon Cheng. 2018. "Going Greek: The Organization of Campus Life and Class-Based Graduation Gaps." *Social Forces* 96:977-1008.

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Porter, Katherine. 2012. "College Lessons: The Financial Risks of Dropping Out." Pp. 85-100 in *Broke: How Debt Bankrupts the Middle Class*

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Ross, Andrew. 2012. "Anti-Social Debts" *Contexts* 4:28-32.

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### Unit 8

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