

Sociological Perspectives on Social Stratification and Inequality in the United States:
A Century of Continuity and Change
SOCY 07
(MWF, 1:45-2:50pm; x-period, Th 1:00-1:50pm)
Location: 370 Berry Library

Professor: Jason Houle
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Office Hours: Monday, 3:15pm-5pm, or by appointment

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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 20th and 21st 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, and also 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.

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://dartmouth.edu/writing-speech/curriculum/writing-courses/first-year-seminars/first-year-seminar-course-outcomes>

Unless otherwise noted, the course will take the following format:

Mondays/First day of Unit: Student-led seminars

Wednesdays/Middle day(s) of Unit: Standard seminar

Thursday (X Hour): One-on-one student meetings (by appointment)

Friday/Last day of unit: Writing Workshops

Evaluation and Grading (including due dates)

Reading Questions (5%): You will need to submit at least ONE question for each reading every class on the appropriate discussion forum on Canvas (so 2 readings x 1 question each = 2 questions). This can be a critical question about the article (or set of articles), or a more basic question about how the study was conducted or the theories driving the study. The questions must be submitted on the discussion forum on Canvas **no later than 9:00am on the day of the class**. I have set up the discussion forum so it will not accept posts after that time. These questions are extremely important, as they will help me guide discussion and let me know if anything from the readings needs to be clarified. Given that students have competing interests during the term which may make it difficult to complete all of the reading questions, I will drop the two lowest grades.

The purpose of the reading questions are fourfold: (1) to encourage the practice of note-taking 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%): On the first day of each unit (typically Monday) two students will be responsible for leading seminar on that day. I will provide more concrete instructions on student-led seminars during the first week of class. Student led-seminars can take whatever form you would like. This could include use of powerpoint, student activities, and the use of outside materials. My goal here is to 1) get you comfortable with speaking 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.

In-Class Writing Prompts (10%): We will start off some classes with a brief (5-10 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 brief 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. If you come into class,

complete the prompt, and duck out the back door, you will not get credit. For this reason, I will drop the two lowest reading prompt grades.

Writing Workshops (5%) On the last day of every unit (typically Fridays) 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. I will drop the lowest writing workshop grade at the end of the term. I also reserve the right to hold impromptu writing workshops on additional class days.

Paper 1 (20%) For your first major writing assignment, you are tasked with using your budding sociological imagination to analyze your own life experiences from the perspective of the sociological concepts and theories learned up to that point. You will have multiple opportunities to revise this paper, including a draft of your introduction (first paragraph and thesis statement). You will also have another opportunity for feedback when you turn in a draft of your full paper before the final draft is due. The final (revised) draft of this paper is due on **Friday Jan 29th**, and should be 5-7 pages, double-spaced. You will receive more details on this assignment in class.

Final Research Paper (50%) For the final writing assignment, you will write a standard sociological research paper on the topic or question of your choice (provided that 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) *1/2-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. **Due January 18th**
- 2) *Thesis statement and outline of the paper (5%)*: **Due February 5th**
- 3) *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 February 12th**
- 4) *Rough Draft (5%)* **Due February 22** You will need to schedule a meeting with me no later than **Thursday March 1st** to discuss your plans for revision.
- 5) *Revised Draft (5%)* **We will workshop (peer review) these in class on Friday March 4**
- 6) *Presentation of Research Project (5%)* **(To be scheduled during final week of class)**
- 7) *Final Draft (20%)* **Due Friday March 11**

**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. 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:

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|------------|----|------------|----|------------|----|------------|---|
| 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

On any assignment, your grade will be reduced by one unit for each day late (e.g., 1 day, from A to A-; 2 days, B+; 3 days, B; and so on). **One exception: reading prompts and questions 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 honor code will be notified and reported to the appropriate authorities. 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.

Disability Needs

Any student with a disability-related need for modifications or reasonable accommodations in this course must let me know as early in the term as possible and contact the Student Disabilities Coordinator. I will keep this information strictly confidential, but please note that the Student Disabilities Coordinator may be consulted to verify the disability. See <http://www.dartmouth.edu/~accessibility/> for more information.

Course Readings

All readings for this course will be available on Canvas. 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* *Behavior*). 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'm 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 actually measure the concepts they're interested in? Do their data actually

allow a good test of their hypothesis? Do we believe their findings?), but don't let yourself get lost in the weeds.

TENTATIVE READING SCHEDULE

Note: please refer to evaluation and grading section for due dates

Unit 1: How Do Sociologists Think About Social Stratification? An Introduction (1/4-1/8)

*Songs of the Week: Working Class Hero, John Lennon
Darkness on the Edge of Town, Bruce Springsteen
Factory, Bruce Springsteen*

Monday: An Introduction to the Course

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

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

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

Wednesday:

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

Friday:

Fischer, Claude et al. 1996. "Inequality by Design" excerpt from *Inequality By Design*, pp. 39-42, Grusky.

Unit 2: American Exceptionalism? Status Attainment and Social Mobility (1/11-1/15)

*Songs of the Week: Career Opportunities, The Clash
Like a Rolling Stone, Bob Dylan*

Monday:

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/>

Wednesday:

Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67:747-776.

Friday:

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.

Unit 3: Poverty and Social Welfare Policy (1/18-1/22)

Songs of the Week: *Fast Car, Tracy Chapman*
 Crime to be Broke in America, Michael Franti & Spearhead

Monday- No Class (MLK Day)

Wednesday

Blank, Rebecca. "The Changing Face of Poverty." Excerpt from *It Takes a Nation*, p. 279-295, M&S Reader

Thursday (X Hour)

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

Ludwig, Jens and Susan E. Mayer. 2006. "Culture and the Intergenerational Transmission of Poverty: The Prevention Paradox." *The Future of Children* 16:175-196.

Friday

Newman, Katherine S. and Rourke L. O'Brien. 2011. "Taxing the Poor: How Some States Make Poverty Worse." *Pathways*, p 369-375, Grusky

Kail, Ben Lennox, and Marc Dixon**. 2011. "The Uneven Patterning of Welfare Benefits at the Twilight of AFDC" *The Sociological Quarterly* 52:376-399

Unit 4: Black-White Racial Stratification: An Introduction to the Research Behind #BlackLivesMatter (1/25-1/29)

Songs of the Week: *Stand Up (Let's Get Murdered), P.O.S.*
 The Blacker the Berry, Kendrick Lamar
 Only A Pawn in Their Game, Bob Dylan

Monday

Omi, Michael and Howard Winant. 1986. Excerpts from *Racial Formation in the United States*, p. 682-686, Grusky

Coates, Ta-Nahesi. 2014. "The Case for Reparations." *The Atlantic*
<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

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>

Wednesday

Landry, Bart and Kris Marsh. 2011. "The Evolution of the New Black Middle Class." *Annual Review of Sociology* 37:373-394. (SKIM)

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.

Friday - Tomaskovic-Devey Visit-TENTATIVE

Pager, Devah. 2003. "The Mark of a Criminal Record." *American Journal of Sociology* 108:937-975

-OR-

If Prof Tomaskovic-Devey visits this week (currently tentative) please read the following instead of Pager:

Tomaskovic-Devey, Donald and Kevin Stainback. 2007. "Discrimination and Desegregation: Equal Opportunity Progress in U.S. Private Sector Workplaces Since the Civil Rights Act." *AAPSS* 609:49-84

Tomaskovic-Devey, Donald, and Vincent J. Roscigno. 1996. "Racial Economic Subordination and White Gain in the U.S. South." *American Sociological Review* 61:565-589. (SKIM)

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

*Songs of the Week: Transgender Dysphoria Blues, Against Me!
Dixon's Girl, Dessa*

Monday

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

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

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

Wednesday

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

Friday

Uggen, Christopher and Amy Blackstone. 2003. "Sexual Harassment as a Gendered Expression of Power." *American Sociological Review* 69:64-92.

Unit 6: College: The Great Leveler? (2/8-2/12)

*Songs of the Week: (Don't Go Back) To Rockville, R.E.M
Money, Pink Floyd*

Monday

Hout, Michael . 2012. "Social and Economic Returns to College Education in the United States." *Annual Review of Sociology* 38:379-400.

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

Wednesday

Lucas, Samuel. 2001. "Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects." *American Journal of Sociology* 106:1642-1690.

Neem, Johann et al. 2012. "The Education Assembly Line" *Contexts* 11:14-21

Friday

Houle, Jason N. 2013. "Disparities in Debt: Parents' Socioeconomic Resources and Young Adult Student Loan Debt." *Sociology of Education* 87:53-69

McCabe, Janice. 2016. "Pathways to Financing College: Race and Class in Students' Narratives of Paying for School." *Social Currents*, forthcoming.

Unit 7: Income Inequality: Causes and Consequences (2/15-2/19)

Song of the Week: Price Tag, Sleater Kinney

Monday

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

Atkinson, Anthony B, Thomas Piketty, and Emmanuel Saez. 2011. "Top Incomes in the Long Run of History." *Journal of Economic Literature* (excerpt, p. 59-72, Grusky)

Wednesday

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

Friday

Wilkinson, Richard G and Kate E. Pickett. 2009. "Income Inequality and Social Dysfunction." *Annual Review of Sociology* 35:493-511.

Unit 8: Wealth Inequality, Elites and the 1 Percent (2/22-2/24)

Song of the Unit: Super Rich Kids, Frank Ocean

Monday

Keister, Lisa. 2014. "The One Percent" *Annual Review of Sociology* 40:347-367

Domhoff, G. William. "Who Rules America?" excerpt from *Who Rules America? Challenges to Corporate and Class Dominance*, p. 297-302, Grusky

Wednesday

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 the Wake of The Great Recession (2/26-3/2)

*Songs of the Week: Bored in the U.S.A, Father John Misty
Life During Peacetime, Worriers*

Friday

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

Monday

Hall, Matthew, Kyle Crowder, and Amy Spring. 2015. "Variations in Housing Foreclosures by Race and Place, 2005-2012." *AAPSS* 660:217-237.

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>

Wednesday

Houle, Jason. 2014. "Mental Health in the Foreclosure Crisis." *Social Science and Medicine* 118:1-8

Friday 3/4: Rough Draft Writing Workshop/Peer Review

3/7-3/11: In-Class Presentations

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.

Unit 2

Warren, John Robert, and Robert M. Hauser. 1997. "Social Stratification across Three Generations: New Evidence from the Wisconsin Longitudinal Study." *ASR* 62:561-72.

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.

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

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.

Western, Bruce. 2002. "The Impact of Incarceration on Wage Mobility and Inequality." *ASR*

Van Leeuwen and Maas "Historical Studies of Social Mobility and Stratification" *Annual Review of Sociology*

Wright et al. 1982. The American Class Structure. *American Sociological Review*

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.

Turner, Ralph. 1960. "Sponsored and Contest Mobility and the School System" *American Sociological Review* 25:855-867

Lin, Nan. 1992. "Social Networks and Status Attainment." *Annual Review of Sociology* 25:467-487.

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

Unit 3

Rank, Mark and Thomas A Hirschl. 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.

Hofferth, Sandra. 2002. "Did Welfare Reform Work? Implications for 2002 and Beyond." *Contexts* 1:45-51.

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

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

Danzinger, Sandra. 2010. "The Decline of Cash Welfare and Implications for Poverty." *Annual Review of Sociology* 36:523-545.

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

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

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

Cozzarelli, Catherine et al. 2001. "Attitudes Towards the Poor and Attributions for Poverty." *Journal of Social Issues* 57:207-227

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*

Duncan, Greg J and Katherine Magnuson. 2011. "The Long Reach of Early Childhood Poverty." *Pathways*, p. 417-423, Grusky (SKIM)

Evans, Gary W, Jeanne Brooks-Gunn, and Pamela Kato Klebanov. "Stressing out the Poor." *Pathways*, p. 423-430 Grusky (SKIM)

Block, Fred et al. 2006. "The Compassion Gap in American Poverty Policy." *Contexts* 5:14-20

Unit 4

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.

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

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

Tomaskovic-Devey, Donald and Patricia Warren. 2009. "Explaining and Eliminating Racial Profiling." *Contexts* 8:24-39.

Sharkey, Patrick. 2014. *Stuck in Place: Urban Neighborhoods and the End of Progress Toward Racial Equality*. Chicago: University of Chicago Press.

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

Wakefield, Sara and Christopher Uggen. 2010. "Incarceration and Stratification" *Annual Review of Sociology* 36:387-406.

Reskin, Barbara. 2012. "The Race Discrimination System" *Annual Review of Sociology* 38:17-35

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>

Unit 5

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

Hook, Jennifer L. 2010. "Gender Inequality in the Welfare State: Sex Segregation in Housework, 1965-2003." *American Journal of Sociology* 115:1480-1523

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

Unit 6

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

Yee, April. 2012. "Degree by Default" *Contexts* 11:46-50.

Winship, Christopher, and Sanders Korenman. 1997. "Does Staying in School Make You Smarter?: The Effect of Education on IQ in *The Bell Curve*." Pp. 215-34 in *Intelligence, Genes, and Success: Scientists Respond to The Bell Curve*, edited by Bernie Devlin, Stephen E. Fienberg, Daniel P. Resnick, and Kathryn Roeder. New York: Springer-Verlag

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.

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

Unit 7

Berkman, Lisa. 2004. "The Health Divide" *Contexts* 3:38-43.

Florida, Richard. 2015. America's Biggest Problem is Poverty, Not Inequality. *The Atlantic* http://www.citylab.com/housing/2015/08/americas-biggest-problem-is-concentrated-poverty-not-inequality/400892/?utm_source=SFTwitter

McCall, Leslie and Christine Percheski. 2010. "Income Inequality: New Trends and Research Directions" *Annual Review of Sociology* 36:329-347.

Kenworthy, Lane. 2007. "Is Equality Feasible?" *Contexts* 6:28-32.

Vidal, Matt. 2013. "Inequality and the Growth of Bad Jobs" *Contexts* 12:70-72

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