

Sociological Perspectives on Social Stratification and Inequality in the United States:
A Century of Continuity and Change
SOCY 07

(MWF, 2:10-3:15pm; x-period, Th 1:20-2:10pm)

Location: 277 Berry Library

Professor: Jason Houle

Email: Jason.Houle@Dartmouth.edu

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

Office: 104 Silsby Hall

Phone: 646-3524

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

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

First and Middle day of Unit: Student-led seminars

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 11:00am 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%): 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.

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 **Monday 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 26th**
- 2) *Thesis statement and outline of the paper (5%):* **Due February 2nd**
- 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 9th**
- 4) *Rough Draft (5%)* **Due February 16th** You will need to schedule a 15 minute meeting with me on **Tuesday February 20nd or Thursday February 22nd** to discuss your plans for revision.
- 5) *Revised Draft (5%)* **Due 2/23.**
- 6) *Presentation of Research Project (5%)* **(To be scheduled during final week of class)**

7) *Final Draft (20%)* **Due Saturday March 10 by 3pm**

**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

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). Assignments that are more than 5 days late will not be graded and will receive a 0. Given that assignments are posted far in advance, no exceptions to the late policy will be made, including for planned and unplanned absences. **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 (1/3-1/8)

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

Wednesday: 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

Friday:

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

Monday (Writing Workshop #1):

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 (1/10-1/12)

Songs of the Week: Career Opportunities, The Clash
Like a Rolling Stone, Bob Dylan
All American Made, Margo Price

Wednesday (Discussion Leader-):

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/>

Thursday (X Hour) (Discussion Leader-):

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

Friday (Writing Workshop #2):

Pfeffer, Fabian T and Alexandra Killewald. 2018. “Generations of Advantage: Multigenerational Correlations in Family Wealth.” *Social Forces*, Forthcoming (Online First).

Unit 3: Poverty and Social Welfare Policy (1/15-1/19)

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

Monday- No Class (MLK Day)

Wednesday (Discussion Leader-):

Iceland, John. Excerpts from *Poverty in America: A Handbook*. 2012. Berkeley: University of California Press ***** Read Chapter 3; Skim Chapter 4 and read summary at end.**

Thursday (X Hour) (Discussion Leader-):

Duncan, Cynthia “Mil”. 1996. “Understanding Persistent Poverty: Social Class Context in Rural Communities.” *Rural Sociology* 61:103-124. (SKIM)

Cottom, Tressie McMillan. 2013. “Why Do Poor People ‘waste’ Money on Luxury Goods?” *Talking Points Memo*, November 1. <http://talkingpointsmemo.com/cafe/why-do-poor-people-waste-money-on-luxury-goods>

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>

Friday (Writing Workshop #3)

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: Race, Ethnicity, and Legal Status (1/22-1/26)

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
 White Man's World – Jason Isbell & The 400 Unit
 Pa'lante—Hurray for the Riff Raff

Monday (Discussion Leader-):

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 (Discussion Leader-)

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

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.

Friday (Discussion Leader:)

Zhou, Min. 1997. "Growing up American: The Challenge Confronting Immigrant Children and the Children of Immigrants." *Annual Review of Sociology* 23:63-95.

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

Unit 5: Sex and Gender Stratification (1/29/-2/2)

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

Monday (Discussion Leader-)

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 (Discussion Leader-):

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

Friday (Writing Workshop #4)

McLaughlin, Heather, Christopher Uggen, and Amy Blackstone. 2012. "Sexual Harassment, Workplace Authority, and the Paradox of Power." *American Sociological Review* 77:625-647.

Unit 6: College: The Great Leveler? (2/5-2/9)

Songs of the Week: (Don't Go Back) To Rockville, R.E.M
 Money, Pink Floyd
 Last of my Kind, Jason Isbell

Monday (Discussion Leader-):

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

Mellow, Gail O. 2017. "The Biggest Misconception About Today's College Students." *The New York Times*, August 28. <https://www.nytimes.com/2017/08/28/opinion/community-college-misconception.html>

Wednesday (Discussion Leader-):

Rivera, Lauren A and Andras Tilcsik. 2016. "Class Advantage, Commitment Penalty: The Gendered Effect of Social Class Signals in an Elite Labor Market." *American Sociological Review* 81:1097-1131.

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

Friday (Writing Workshop #5)

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

Leonhardt, David. 2017. "The Assault on Colleges—and the American Dream." *The New York Times*, May 25. https://www.nytimes.com/2017/05/25/opinion/sunday/the-assault-on-colleges-and-the-american-dream.html?_r=1

Unit 7: Income Inequality: Causes and Consequences (2/12-2/16)

Song of the Week: Price Tag, Sleater Kinney

Monday (Discussion Leader-):

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*

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 (Discussion Leader-):

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 (Writing Workshop #6)

Wilkinson, Richard. 2011. "How Economic Inequality Harms Societies." *TED TALK*
https://www.ted.com/talks/richard_wilkinson/up-next

Unit 8: Wealth Inequality, Elites and the 1 Percent (2/19)

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

Monday (Discussion Leader-):

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

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

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 (2/21-2/26)

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

Wednesday (Discussion Leader-):

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

Friday (Discussion Leader-):

Rugh, Jacob S and Matthew Hall. 2016. "Deporting the American Dream: Immigration Enforcement and Latino Foreclosures." *Sociological Science* 3:1053-1076.

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>

Monday: Rough Draft Writing Workshop/Peer Review

Fourcade, Marion and Kieran Healy. 2013. "Classification Situations: Life-Chances in the Neoliberal Era." *Accounting, Organizations, and Society* 38:559-572.

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/>

Wednesday 2/28- Mon 3/5: 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

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.

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.

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

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.” *ASR* 62:561-72.

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

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

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=.4eb2e493dacf

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. (hear Dr. Brady discuss this work on *The Annex Podcast* <http://theannexpodcast.com/episodes/david-brady-on-inequality-from-a-comparative-perspective/>, starting at 29:50)

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.

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.

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

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 Hisrchl. 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*

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>

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

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