

**Social Stratification: Class, Race and Gender Inequalities**  
**Soc 542**  
**Fall 2019**

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<i>Instructor:</i>	Alair MacLean Vancouver Multimedia Classroom (VMMC) Building 202H 360-546-9177 alair.maclea@wsu.edu
<i>Class times:</i>	Friday, 2:50-5:40
<i>Office hours:</i>	Friday, 11:10am-1:10pm, either by phone or in the branch campus office, sign up for office hours at <a href="https://www.wejoinin.com/sheets/vxvxm">https://www.wejoinin.com/sheets/vxvxm</a> (or by appointment)

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**I. Course Overview:** This seminar will provide students with an overview of the literature on social stratification. The course is oriented toward helping students who would like to conduct research in the sociological areas of stratification, inequality, and mobility. During the class, we will read literature on a wide variety of topics, including those in the title of the course, and also ranging from theory and methods to families and education. The objectives of the course are to:

- Explore many of the topics evaluated by scholars of stratification;
- Apply strategies for reading and organizing sociological research and theory;
- Develop different approaches to writing reviews of the literature, which can be used in responding to exam questions and in writing research articles; and
- Identify potential gaps in the existing literature that can lead to research questions.

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**II. Course Readings:**

**Required**

Becker, Howard Saul and Pamela Richards. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press.

Desmond, Matthew. 2016. *Evicted : Poverty and Profit in the American City*. New York: Crown Publishers.

Grusky, David B. and Katherine R. Weisshaar. 2014. *Social stratification: Class, race, and gender in sociological perspective*. Boulder, CO: Westview Press.

Piketty, Thomas. 2014. *Capital in the twenty-first century*. Cambridge Massachusetts: The Belknap Press of Harvard University Press.

Other articles are noted in the schedule and are available through jstor, which you can access on the class web-site on Blackboard. (Instructions for how to do so are also posted on Blackboard.)

**Recommended**

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research*. Chicago: University of Chicago Press.

Williams, Joseph M. and Gregory G. Colomb. 2010. *Style: Lessons in Clarity and Grace*. Boston: Longman.

## Learning goals

<b>WSU Learning Goals of the Baccalaureate</b>	<b>Student Learning Outcomes: At the end of this course, students should be able to:</b>	<b>Course Topics/Dates The following topic(s)/dates(s) will address this outcome:</b>	<b>Evaluation of Outcome: This outcome will be evaluated primarily by:</b>
<b>Diversity</b>	Understand, analyze, critique inequality along the dimensions of class, race, and/or gender	All substantive course sessions will advance this goal	Class participation, the assignments contributing to the final research paper
<b>Information Literacy</b>	Locate, categorize, critique, and evaluate sources of information	Introduction; Weeks 2-6	All assignments, but especially proposal and final paper
<b>Critical and Creative Thinking</b>	Contextualize, discuss, and compare key scholars, findings, and theories in sociology	All substantive course sessions will advance this goal	Essays during the semester, final paper
<b>Communication</b>	Create, tailor, and present scientifically based messages to the proper audience	Different weeks depending on student choice	Class participation, student coordination of two sessions during semester
<b>Writing</b>	Communicate through writing comprehension of assigned reading materials	Different weeks depending on student choice	Essays during the semester, Final paper
<b>Quantitative Reasoning</b>	Draw appropriate conclusions based on the quantitative analysis and presentation of social science data	Introduction; Weeks 2-6	Proposal, rough, final draft paper
<b>Depth, Breadth and Integration of Learning</b>	Demonstrate the ability to integrate history, methods, and concepts of sociology to produce theoretically grounded empirical research	All class sessions	Essays during the semester, class participation, final paper

### III. Course requirements and grades:

This is a graduate seminar examining research and theory on the topic of social stratification, and has three categories of requirements, those expected for: 1) every class, 2) two classes that you choose during the semester, and 3) a final project.

1) For every class, you will be expected to a) read the assigned readings before the seminar and b) participate constructively during the seminar. These requirements should be self-explanatory and constitute 10 percent of your grade.

In general, I have tried to assign approximately 100 pages or 4-6 articles per class meeting. For approximately half of the class sessions, we will read excerpts from the “Grusky reader.” Do not be intimidated by the number of readings! There are a lot of discrete readings because most of these excerpts are quite short. During seminar, we will not be exploring each of these readings in great detail. Instead, you should think about what the excerpts as a whole say about the week’s topic as a debate or conversation among scholars.

For week 15, we will be reading the book *Evicted*. While we will discuss the entirety of the book, each student will be assigned to focus on one of the approximately 100-page sections. The students who have read that section will take the lead in presenting the over-all conclusions and details to their classmates.

2) For two seminars during the semester, you will be expected to a) prepare and distribute essays to your fellow classmates that comment on the week’s readings and b) facilitate discussion during the seminar. At the first meeting of the semester, you will choose the weeks for which you want to prepare essays and facilitate class discussion. The essays will be structured along the lines of essays that you would read in the *Sociology Compass*. In the essays, you should use the assigned readings as the beginning of your search for other readings that will help you write the essay. Do **not** simply summarize the readings. You should post your essays to Blackboard by Wednesday evening before the specified class. With regard to leading the seminar, you should be prepared to give an overview of the essay that you posted and then have prepared several questions that you will use to facilitate discussion. These requirements constitute 30 percent of your grade. NB: You should plan to facilitate the class session without showing a video.

3) During the semester you will conduct research on the topic of social stratification resulting in either: a) a 15- to 20-page research paper; or b) a 15- to 20-page research proposal for research you plan to conduct. In both cases, you will need to submit a rough outline detailing your topic and plan by the beginning of class on Friday, October 4. In all cases, you should hand in either the paper or proposal by the end of the final exam period for this class. This final project constitutes 60 percent of your grade.

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## V. Course Expectations and Guidelines

### *Academic Honesty and Plagiarism*

University policy states that: “Academic integrity is the cornerstone of the university and will be strongly enforced in this course.” For the purposes of this class, violations of academic integrity include (but are not limited to):

- Copying words from another source without properly indicating that they are someone else’s by the use of quotation marks (even if the source is cited);
- Slightly changing or re-ordering words from another source, in other words, improperly paraphrasing (even if the source is cited);
- Copying ideas or words from another source without properly citing them;
- Submitting the same paper for credit in more than one course;
- Submitting material written by someone else as your own;
- Allowing someone else to submit your work as their own.

I take violations of this policy very seriously. Therefore, any student who violates these standards ON ANY ASSIGNMENT OR EXAM THAT IS SUBMITTED FOR CREDIT will receive an F for the course. I will report all violations of this policy to Student Affairs. For a very concise discussion of how to avoid plagiarizing when paraphrasing, read *The Craft of Research* section on “inadvertent plagiarism” (pp. 191-5 in my copy, but different pages in other editions). If you have any questions about any of this, please bring it up for discussion with the class or privately with me during office hours or through email. We can all benefit from more discussion of this topic.

### *Disability Accommodation*

I am happy to make accommodations for all students who need them. Such accommodations, however, must be approved and requested by the Disability Resource Center (DRC), which is located in Washington Building, Room 217. You can stop by or call 509-335-3417 to make an appointment with a disability specialist.

### *Emergency Notification System*

You should be familiar with the WSU Campus Safety Plan (<http://safetyplan.wsu.edu>) and the emergency management website (<http://oem.wsu.edu>). You should also regularly check the WSU ALERT system (<http://alert.wsu.edu>) for updated news about emergencies and other alerts. And you should register your emergency contact information for the Crisis Communication System (CCS). You can do this on the web at myWSU. Register in the Emergency Notification box (right side of the page).

### *Technology policy*

Research has shown that high levels of multi-tasking are bad for focus and concentration. In addition, students who use keyboards during class have been shown to learn less than those who do not. More recent work has shown that even the presence of gadgets is distracting for both the owners and the people around them. My own experience has been that the classroom environment is greatly improved by removing individual keyboards and screens.

For a recent review of the research, as well as experimental demonstration of these issues, read: Mueller, Pam A. and Daniel M. Oppenheimer. 2014. "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking." *Psychological Science* 25 (6):1159-1168.

For the distractions posed by cell-phones to yourself and others, read: Ward, Adrian F., Kristen Duke, Ayelet Gneezy, and Maarten W. Bos. 2017. "Brain Drain: The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity." *Journal of the Association of Consumer Research* 2 (2): 140-154.

For these reasons, we will have a no technology policy (unless you have a documented disability) for this class. This policy means no cell-phones or computers are to be used during class-time. These items should be put away and not left out on the desk unless you are expecting to be contacted in case of an emergency or are using the device to access the textbook.

*University Dates and Deadlines:* <http://registrar.wsu.edu/academic-calendar/>

## VI. Preliminary Schedule of Readings

*These readings are subject to change. Note that the readings that are not in the assigned books can be accessed through jstor. See link explaining how to access journal articles on Angel.*

### Week 1 Class and writing

- Piketty. Capital in the Twenty-First Century. Pp. in. Read pp. 1-38, skim. pp. 39-91
- Becker and Richards. Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article. Pp. Ch. 1-3, 6-8 in. Read Ch. 1-3, 6-8

### Week 2 Theories

- Davis and Moore. Some Principles of Stratification. Pp. 28-30 in Grusky.
- Tumin. Some Principles of Stratification: A Critical Analysis. Pp. 31-38 in Grusky.
- Fischer, Hout, Jankowski, Lucas, Swidler, and Voss. Inequality by Design. Pp. 39-42 in Grusky.
- Marx. Alienation and Social Classes, Classes in Capitalism and Pre-Capitalism, and Ideology and Class. Pp. 127-142 in Grusky.
- Dahrendorf. Class and Class Conflict in Industrial Society. Pp. 143-149 in Grusky.
- Wright. A General Framework for the Analysis of Class Structure. Pp. 149-161 in Grusky.
- Wallerstein. Class Conflict in the Capitalist World Economy. Pp. 162-164 in Grusky.
- Weber. Class, Status, Party; Status Groups and Classes; and Open and Closed Relationships. Pp. 165-182 in Grusky.
- Giddens. The Class Structure of the Advanced Societies. Pp. 183-192 in Grusky.
- Parkin. Marxism and Class Theory: A Bourgeois Critique. Pp. 193-201 in Grusky.
- Durkheim. The Division of Labor in Society. Pp. 217-222 in Grusky.
- Weeden and Grusky. Class and Class Conflict in Industrial Society. Pp. 222-232 in Grusky.

### Optional:

- Grusky and Weisshaar. The Questions We Ask About Inequality. Pp. 1-16 in Grusky.
- Grusky and Széleányi. The Stories We Tell About Inequality. Pp. 17-25 in Grusky.

### Week 3 Status attainment

- Blau, Duncan, and Tyree. The Process of Stratification. Pp. 506-517 in Grusky.
- Jencks, Smith, Acland, Bane, Cohen, Gintis, Heyns, and Michelson. Inequality: A Reassessment of the Effect of Family and Schooling in America. Pp. 517-523 in Grusky.
- Sewell, Haller, and Portes. The Educational and Early Occupational Attainment Process. Pp. 596-607 in Grusky.
- MacLeod. Ain't No Makin' It: Leveled Aspirations in a Low-Income Neighborhood. Pp. 608-621 in Grusky.
- Morgan. A New Social Psychological Model of Educational Attainment. Pp. 621-628 in Grusky.
- Granovetter. The Strength of Weak Ties. Pp. 653-657 in Grusky.
- Lin. Social Networks and Status Attainment. Pp. 657-659 in Grusky.
- Burt. Structural Holes. Pp. 659-663 in Grusky.
- Breen and Goldthorpe. Explaining Educational Differentials: Towards a Formal Rational Action Theory. Pp. 524-535 in Grusky.
- Fernandez and Fernandez-Mateo. Networks, Race, and Hiring. Pp. 663-671 in Grusky.

### Week 4 Inter-generational Mobility

- Featherman and Hauser. A Refined Model of Occupational Mobility. Pp. 443-453 in Grusky.
- Erikson and Goldthorpe. Trends in Class Mobility: The Post-War European Experience. Pp. 453-464 in Grusky.
- Breen. Social Mobility in Europe. Pp. 464-479 in Grusky.
- Jonsson, Grusky, Di Carlo, and Pollak. It's a Decent Bet That Our Children Will Be Professors Too. Pp. 480-495 in Grusky.
- Solon. Intergenerational Income Mobility. Pp. 496-501 in Grusky.
- Hout. More Universalism, Less Structural Mobility: The American Occupational Structure in the 1980s. Pp. 1358-1400 in AJS.

#### Optional:

- Bowles and Gintis. The Inheritance of Inequality. Pp. 3-30 in JEP.

#### Intra-generational mobility:

- Spilerman. Careers, Labor Market Structure, and Socioeconomic Achievement. Pp. 551-593 in AJS.
- Logan. Opportunity and Choice in Socially Structured Labor Markets. Pp. 114-160 in AJS.
- DiPrete and Eirich. Cumulative Advantage as a Mechanism for Inequality: A Review of Theoretical and Empirical Developments. Pp. 271-297 in ARS.
- DiPrete. Life Course Risks, Mobility Regimes, and Mobility Consequences: A Comparison of Sweden, Germany, and the United States. Pp. 267-309 in AJS.
- Western. The Impact of Incarceration on Wage Mobility and Inequality. Pp. 526-546 in ASR.

## Week 5 Methods

- Mouw. Estimating the Causal Effect of Social Capital: A Review of Recent Research. Pp. 79-102 in.
- Clampet-Lundquist and Massey. Neighborhood Effects on Economic Self-Sufficiency: A Reconsideration of the Moving to Opportunity Experiment. Pp. 107-143 in AJS.
- Ludwig, Liebman, Kling, Duncan, Katz, Kessler, and Sanbonmatsu. What Can We Learn About Neighborhood Effects from the Moving to Opportunity Experiment? Pp. 144-188 in AJS.
- Sampson. Moving to Inequality: Neighborhood Effects and Experiments Meet Social Structure. Pp. 189-231 in AJS.
- Bryan and Jenkins. Multilevel Modelling of Country Effects: A Cautionary Tale. Pp. 3-22 in.

### Optional:

- Angrist and Pischke. Mostly Harmless Econometrics: An Empiricist's Companion. Pp. 373 in Book.
- Morgan and Winship. Counterfactuals and Causal Inference: Methods and Principles for Social Research. Pp. 319 in Book.
- Harding. Counterfactual Models of Neighborhood Effects: The Effect of Neighborhood Poverty on Dropping out and Teenage Pregnancy. Pp. 676-719 in AJS.
- Halaby. Panel Models in Sociological Research: Theory into Practice. Pp. 507-544 in ARS.

## Week 6 Families

- Avery and Rendall. Lifetime Inheritances of Three Generations of Whites and Blacks. Pp. 1300-1346 in AJS.
- Sweeney. Two Decades of Family Change: The Shifting Economic Foundations of Marriage. Pp. 132-147 in ASR.
- McLanahan and Percheski. Family Structure and the Reproduction of Inequalities. Pp. 257-276 in ARS.
- Western, Bloome, and Percheski. Inequality among American Families with Children, 1975 to 2005. Pp. 903-920 in ASR.
- Schwartz and Han. The Reversal of the Gender Gap in Education and Trends in Marital Dissolution. Pp. 605-629 in.



Optional (family):

- Hauser and Sewell. Birth Order and Educational Attainment in Full Sibships. Pp. 1-23 in AERJ.
- Biblarz and Raftery. Family Structure, Educational Attainment, and Socioeconomic Success: Rethinking the "Pathology of Matriarchy". Pp. 321-365 in AJS.
- Guo and VanWey. Sibship Size and Intellectual Development: Is the Relationship Causal? Pp. 169-187 in ASR.
- Mare. Five Decades of Educational Assortative Mating. Pp. 15-32 in ASR.
- Oppenheimer. A Theory of Marriage Timing. Pp. 563-591 in AJS.
- Warren and Hauser. Social Stratification across Three Generations: New Evidence from the Wisconsin Longitudinal Study. Pp. 561-572 in ASR.

Week 7 Education

- Lucas. Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects. Pp. 1642-1690 in AJS.
- Elman and O'Rand. The Race Is to the Swift: Socioeconomic Origins, Adult Education, and Wage Attainment. Pp. 123-160 in AJS.
- Buchmann and DiPrete. The Growing Female Advantage in College Completion: The Role of Family Background and Academic Achievement. Pp. 515-541 in ASR.
- Brand and Xie. Who Benefits Most from College? Evidence for Negative Selection in Heterogeneous Economic Returns to Higher Education. Pp. 273-302 in ASR.
- Perry and Morris. Suspending Progress: Collateral Consequences of Exclusionary Punishment in Public Schools. Pp. 1067-1087 in.

Optional:

- Raftery and Hout. Maximally Maintained Inequality: Expansion, Reform, and Opportunity in Irish Education, 1921-75. Pp. 41-62 in Soc of Ed.
- Becker. Investment in Human Capital. Pp. sup 9-49 in JPE.
- Mare. Change and Stability in Educational Stratification. Pp. 72-87 in ASR.
- Gamoran and Mare. Secondary School Tracking and Educational Inequality: Compensation, Reinforcement, or Neutrality? Pp. 1146-1183 in AJS.
- Hauser and Andrew. Another Look at the Stratification of Educational Transitions: The Logistic Response Model with Partial Proportionality Constraints. Pp. 1-26 in S. Method.
- Mare. Response: Statistical Models of Educational Stratification - Hauser and Andrew's Models for School Transitions. Pp. 27-37 in S. Method.

## Week 8 Race

- Anderson. "The White Space". Pp. in.
- Omi and Winant. Racial Formation in the United States. Pp. 682-7 in Grusky.
- Saperstein and Penner. The Dynamics of Racial Fluidity and Inequality. Pp. 687-695 in Grusky.
- Portes and Manning. The Immigrant Enclave: Theory and Empirical Examples. Pp. 710-721 in Grusky.
- Portes and Zhou. The New Second Generation: Segmented Assimilation and Its Variants. Pp. 729-740 in Grusky.
- Bertrand and Mullainathan. Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination. Pp. 747-751 in Grusky.
- Steele. Stereotype Threat. Pp. 752-756 in Grusky.
- Wilson. The Declining Significance of Race: Blacks and Changing American Institutions; Revisited and Revised. Pp. 765-779 in Grusky.
- Frank, Akresh, and Lu. How Do Latino Immigrants Fit into the Racial Order. Pp. 780-787 in Grusky.
- Qian and Lichter. Are Recent Trends in Intermarriage Consistent with Assimilation Theory? Pp. 788-802 in Grusky.

### Optional:

- Bonacich. A Theory of Ethnic Antagonism: The Split Labor Market. Pp. 696-709 in Grusky.
- Alba and Nee. Assimilation Theory for an Era of Unprecedented Diversity. Pp. 721-729 in Grusky.
- Jiménez. Why Replenishment Strengthens Racial and Ethnic Boundaries. Pp. 740-747 in Grusky.

## Week 9 Gender

- Hochschild. The Time Bind: When Work Becomes Home and Home Becomes Work. Pp. 803-807 in Grusky.
- Belkin. The Opt-out Revolution. Pp. 807-811 in Grusky.
- Percheski. Opting Out? Pp. 811-819 in Grusky.
- Goldin and Rouse. Orchestrating Impartiality: The Impact of "Blind Auditions on Female Musicians. Pp. 820-831 in Grusky.
- Correll, Benard, and Paik. Getting a Job: Is There a Motherhood Penalty? Pp. 831-842 in Grusky.
- Tilcsik. Do Openly Gay Men Experience Employment Discrimination? Pp. 842-848 in Grusky.
- Bielby. The Structure and Process of Sex Segregation. Pp. 865-875 in Grusky.
- Jacobs. Revolving Doors: Sex Segregation and Women's Careers. Pp. 876-880 in Grusky.
- Reskin. Labor Markets as Queues: A Structural Approach to Changing Occupational Composition. Pp. 881-890 in Grusky.
- Gorman and Kmec. Glass Ceilings in Corporate Law Firms. Pp. 890-902 in Grusky.
- Petersen and Morgan. The within-Job Gender Wage Gap. Pp. 826-833 in Grusky.

### Optional:

- Reskin. Rethinking Employment Discrimination and Its Remedies. Pp. 770-779 in Grusky.
- Petersen. Discrimination: Conscious or Nonconscious? Pp. 780-785 in Grusky.
- England. Devaluation and the Pay of Comparable Male and Female Occupations. Pp. 919-923 in Grusky.
- Tam. Why Do Female Occupations Pay Less? Pp. 924-928 in Grusky.

## Week 10 Geographic context

- Chetty and Hendren. The Impacts of Neighborhoods on Intergenerational Mobility I: Childhood Exposure Effects. Pp. 1107-1162 in.
- Greenberg. Spatial Inequality and Uneven Development: The Local Stratification of Poverty in Appalachia. Pp. 187-209 in.
- Knigge, Maas, van Leeuwen, and Mandemakers. Status Attainment of Siblings During Modernization. Pp. 549-574 in.
- Lichter, Parisi, and Taquino. Spatial Assimilation in Us Cities and Communities? Emerging Patterns of Hispanic Segregation from Blacks and Whites. Pp. 36-56 in.
- Roscigno, Tomaskovic-Devey, and Crowley. Education and the Inequalities of Place. Pp. 2121-2145 in.

### Optional:

- Wilson. Why Both Social Structure and Culture Matter in a Holistic Analysis of Inner-City Poverty. Pp. 200-219 in.

## Week 11 Income

- Alderson and Nielsen. Globalization and the Great U-Turn: Income Inequality Trends in 16 Oecd Countries. Pp. 1244-1299 in AJS.
- Firebaugh and Goesling. Accounting for the Recent Decline in Global Income Inequality. Pp. 283-312 in AJS.
- Lee, Nielsen, and Alderson. Income Inequality, Global Economy and the State. Pp. 77-111 in.
- Clark. World Income Inequality in the Global Era: New Estimates, 1990-2008. Pp. 565-592 in.
- Kollmeyer. Family Structure, Female Employment, and National Income Inequality: A Cross-National Study of 16 Western Countries. Pp. 816-827 in.

### Optional:

- Goesling. Changing Income Inequalities within and between Nations: New Evidence. Pp. 745-761 in ASR.
- Kerckhoff. Institutional Arrangements and Stratification Processes in Industrial-Societies. Pp. 323-347 in ARS.
- Moller, Alderson, and Nielsen. Changing Patterns of Income Inequality in Us Counties, 1970-2000. Pp. 1037-1101 in AJS.
- Morris and Western. Inequality in Earnings at the Close of the Twentieth Century. Pp. 623-657 in ARS.

## Week 12 Wealth

- Piketty. Capital in the Twenty-First Century. Pp. in.  
Read pp. 92-138, pp. 377-467, skim pp. 304-376
- Mosca. The Ruling Class. Pp. 276-282 in Grusky.
- Mills. The Power Elite. Pp. 282-292 in Grusky.
- Giddens. Elites and Power. Pp. 292-297 in Grusky.
- Domhoff. Who Rules America? Power and Politics. Pp. 297-301 in Grusky.

### Week 13 Poverty

- Ehrenreich. Nickel and Dimed. Pp. 330-338 in Grusky.
- Edin, Nelson, and Reed. Low-Income Urban Fathers and the "Package Deal" of Family Life. Pp. 339-346 in Grusky.
- Wilson. Being Poor, Black, and American. Pp. 347-356 in Grusky.
- Kenworthy. How Rich Countries Lift up the Poor. Pp. 365-368 in Grusky.
- Newman and O'Brien. Taxing the Poor: How Some States Make Poverty Worse. Pp. 369-375 in Grusky.
- Massey and Denton. American Apartheid: Segregation and the Making of the Underclass. Pp. 376-385 in Grusky.
- Sampson. Legacies of Inequality. Pp. 386-394 in Grusky.
- DeLuca and Rosenbaum. Does Changing Neighborhoods Change Lives? Pp. 395-402 in Grusky.
- Sharkey and Elwert. The Legacy of Multigenerational Disadvantage. Pp. 403-411 in Grusky.
- Heckman. Skill Formation and the Economics of Investing in Disadvantaged Children. Pp. 412-416 in Grusky.
- Duncan and Magnuson. The Long Reach of Early Childhood Poverty. Pp. 417-422 in Grusky.
- Evans, Brooks-Gunn, and Klebanov. Stressing out the Poor. Pp. 423-430 in Grusky.
- Western and Pettit. Incarceration and Social Inequality. Pp. 431-440 in Grusky.

### Week 14 Devah Pager's Legacy

- Desmond. The Lives They Lived: Devah Pager. Pp. in.
- Quillian and Pager. Black Neighbors, Higher Crime? The Role of Racial Stereotypes in Evaluations of Neighborhood Crime. Pp. 717-767 in.
- Grodsky and Pager. The Structure of Disadvantage: Individual and Occupational Determinants of the Black-White Wage Gap. Pp. 542-567 in.
- Pager. The Mark of a Criminal Record. Pp. 937-975 in.
- Pager. The Republican Ideal? National Minorities and the Criminal Justice System in Contemporary France. Pp. 375-400 in.
- Quillian, Pager, Hexel, and Midtboen. Meta-Analysis of Field Experiments Shows No Change in Racial Discrimination in Hiring over Time. Pp. 10870-10875 in.

### Week 15 *Evicted*

- Desmond. *Evicted : Poverty and Profit in the American City*. Pp. x, 418 pages in. We will discuss the whole book, but different students will be assigned either part 1, part 2, or part 3 to read closely and report to the class to start discussion.

Full citations for sources not from required books:

- Alba, Richard D. and Victor Nee. 2014. "Assimilation Theory for an Era of Unprecedented Diversity." Pp. 721-729 in Grusky.
- Alderson, A. S. and F. Nielsen. 2002. "Globalization and the Great U-Turn: Income Inequality Trends in 16 Oecd Countries." *American Journal of Sociology* 107(5):1244-1299.
- Anderson, Elijah. 2015. "'The White Space'." Retrieved July 18 ([http://sociology.yale.edu/sites/default/files/pages\\_from\\_sre-11\\_rev5\\_printer\\_files.pdf](http://sociology.yale.edu/sites/default/files/pages_from_sre-11_rev5_printer_files.pdf)).
- Angrist, Joshua D. and Jörn-Steffen Pischke. 2009. *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton: Princeton University Press.
- Avery, R. B. and M. S. Rendall. 2002. "Lifetime Inheritances of Three Generations of Whites and Blacks." *American Journal of Sociology* 107(5):1300-1346.
- Becker, Gary Stanley. 1962. "Investment in Human Capital." *Journal of Political Economy* 70:sup 9-49.
- Becker, Howard Saul and Pamela Richards. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press.
- Belkin, Lisa. 2014. "The Opt-out Revolution." Pp. 807-811 in Grusky.
- Bertrand, Marianne and Sendhil Mullainathan. 2014. "Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." Pp. 747-751 in Grusky.
- Biblarz, T. J. and A. E. Raftery. 1999. "Family Structure, Educational Attainment, and Socioeconomic Success: Rethinking the "Pathology of Matriarchy"." *American Journal of Sociology* 105(2):321-365.
- Bielby, William T. 2014. "The Structure and Process of Sex Segregation." Pp. 865-875 in Grusky.
- Blau, Peter M., Otis Dudley Duncan, and Andrea Tyree. 2014. "The Process of Stratification." Pp. 506-517 in Grusky.
- Bonacich, Edna. 2014. "A Theory of Ethnic Antagonism: The Split Labor Market." Pp. 696-709 in Grusky.
- Bowles, S. and H. Gintis. 2002. "The Inheritance of Inequality." *Journal of Economic Perspectives* 16(3):3-30.
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