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.

II. Course Readings:

**Required**


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

**Recommended**


## Learning goals

<table>
<thead>
<tr>
<th>WSU Learning Goals of the Baccalaureate</th>
<th>Student Learning Outcomes: At the end of this course, students should be able to:</th>
<th>Course Topics/Dates The following topic(s)/dates(s) will address this outcome:</th>
<th>Evaluation of Outcome: This outcome will be evaluated primarily by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>Understand, analyze, critique inequality along the dimensions of class, race, and/or gender</td>
<td>All substantive course sessions will advance this goal</td>
<td>Class participation, the assignments contributing to the final research paper</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Locate, categorize, critique, and evaluate sources of information</td>
<td>Introduction; Weeks 2-6</td>
<td>All assignments, but especially proposal and final paper</td>
</tr>
<tr>
<td>Critical and Creative Thinking</td>
<td>Contextualize, discuss, and compare key scholars, findings, and theories in sociology</td>
<td>All substantive course sessions will advance this goal</td>
<td>Essays during the semester, final paper</td>
</tr>
<tr>
<td>Communication</td>
<td>Create, tailor, and present scientifically based messages to the proper audience</td>
<td>Different weeks depending on student choice</td>
<td>Class participation, student coordination of two sessions during semester</td>
</tr>
<tr>
<td>Writing</td>
<td>Communicate through writing comprehension of assigned reading materials</td>
<td>Different weeks depending on student choice</td>
<td>Essays during the semester, Final paper</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Draw appropriate conclusions based on the quantitative analysis and presentation of social science data</td>
<td>Introduction; Weeks 2-6</td>
<td>Proposal, rough, final draft paper</td>
</tr>
<tr>
<td>Depth, Breadth and Integration of Learning</td>
<td>Demonstrate the ability to integrate history, methods, and concepts of sociology to produce theoretically grounded empirical research</td>
<td>All class sessions</td>
<td>Essays during the semester, class participation, final paper</td>
</tr>
</tbody>
</table>
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 *Dividing Paradise*. While we will discuss the entirety of the book, each student will be assigned to focus on one approximately 100-page section. 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 Canvas by Monday 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 Wednesday, October 6. 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.
V. Course Expectations and Guidelines

Expectations for Student Effort
“For each hour of lecture equivalent, students should expect to have a minimum of two hours of work outside class.”

Attendance and Make-up Policy
This is a graduate course. You are expected to attend all course sessions. That said, attendance will not directly influence your final course grade.

COVID-19 Policy
“Per the proclamation of Governor Inslee on August 18, 2021, masks that cover both the nose and mouth must be worn by all people over the age of five while indoors in public spaces. This includes all WSU owned and operated facilities. The state-wide mask mandate goes into effect on Monday, August 23, 2021, and will be effective until further notice.”

“Public health directives may be adjusted throughout the year to respond to the evolving COVID-19 pandemic. Directives may include, but are not limited to, compliance with WSU’s COVID-19 vaccination policy, wearing a cloth face covering, physically distancing, and sanitizing common-use spaces. All current COVID-19 related university policies and public health directives are located at https://wsu.edu/covid-19/. Students who choose not to comply with these directives may be required to leave the classroom; in egregious or repetitive cases, student non-compliance may be referred to the Center for Community Standards for action under the Standards of Conduct for Students.”

Academic Honesty and Plagiarism
University policy states that: “All members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Students are responsible for understanding the full Academic Integrity Statement. Students who violate WSU’s Academic Integrity Policy (identified in WAC 504-26-010(3) and -404) will receive an F for the course, will not have the option to withdraw from the course pending an appeal, and will be reported to the Center for Community Standards. If you have any questions about what is and is not allowed in this course, ask your course instructor.”

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. 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.

Students with Disabilities:
“Reasonable accommodations are available for students with documented disabilities or chronic medical or psychological conditions. If you have such a condition and need accommodations to fully participate in this class, please visit your campus’ Access Center/Services website to follow published procedures to request accommodations. Students may also contact their campus offices to schedule an appointment with a Disability Specialist. All disability related accommodations are to be approved through the Access Center/Services on your campus. It is a university expectation that students connect with instructors (via email, Zoom, or in person) to discuss logistics within two weeks after they have officially requested their accommodations.”

“For more information, contact a Disability Specialist on the Pullman campus: 509-335-3417 Access Center (https://www.accesscenter.wsu.edu) or email at access.center@wsu.edu”

Accommodation for Religious Observances or Activities
“Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized activities conducted under the auspices of a religious denomination, church, or religious organization. Reasonable accommodation requires the student to coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104 – Academic Complaint Procedures.”

Emergency Notification System
“Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI’s Run, Hide, Fight video and visit the classroom safety page https://provost.wsu.edu/classroom-safety/.”

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 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/

Miscellaneous course norms
No eating and drinking during class.
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


Week 2 Theories


Optional:

Week 3 Status attainment


Week 4 Inter-generational Mobility


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

Intra-generational mobility:
- Western. The Impact of Incarceration on Wage Mobility and Inequality. Pp. 526-546 in ASR.
Week 5 Methods

- Sampson. Moving to Inequality: Neighborhood Effects and Experiments Meet Social Structure. Pp. 189-231 in AJS.

Optional:


Week 6 Families

- Avery and Rendall. Lifetime Inheritances of Three Generations of Whites and Blacks. Pp. 1300-1346 in AJS.
Optional (family):
  o Mare. Five Decades of Educational Assortative Mating. Pp. 15-32 in ASR.

Week 7 Education

  o Lucas. Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects. Pp. 1642-1690 in AJS.
  o Buchmann and DiPrete. The Growing Female Advantage in College Completion: The Role of Family Background and Academic Achievement. Pp. 515-541 in ASR.

Optional:
  o Mare. Change and Stability in Educational Stratification. Pp. 72-87 in ASR.
  o Gamoran and Mare. Secondary School Tracking and Educational Inequality: Compensation, Reinforcement, or Neutrality? Pp. 1146-1183 in AJS.
Week 8 Race

- Saperstein and Penner. The Dynamics of Racial Fluidity and Inequality. Pp. 687-695 in Grusky.

Optional:
Week 9 Gender


Optional:


Week 10 Geographic context – articles by Greenberg and Li are revised versions of papers submitted to earlier versions of this seminar

- Chetty and Hendren. The Impacts of Neighborhoods on Intergenerational Mobility I: Childhood Exposure Effects. Pp. 1107-1162 in QJE.
- Knigge, Maas, van Leeuwen, and Mandemakers. Status Attainment of Siblings During Modernization. Pp. 549-574 in ASR.
Optional (geographic context):
- Roscigno, Tomaskovic-Devey, and Crowley. Education and the Inequalities of Place. Pp. 2121-2145 in SF.

Week 11 Income

- 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.

Optional:
- Morris and Western. Inequality in Earnings at the Close of the Twentieth Century. Pp. 623-657 in ARS.

Week 12 Wealth

Week 13 Poverty


Optional:

Week 14 Devah Pager’s Legacy

- Desmond. The Lives They Lived: Devah Pager. Pp. in NYT.

Week 15 Dividing Paradise

- Sherman. Dividing Paradise: Rural Inequality and the Diminishing American Dream. Pp. We will discuss the whole book, but students will be assigned different chapters to read closely. in Sherman.
Full citations for sources not from required books:


