

1.9.18

**SOCI/MGNT 412-002 Social Stratification
Spring 2019**

Classroom: Carolina Hall, Room 213

Days and times: Monday, Wednesday, and Friday 9:05 am – 9:55 am

Instructor: Michael Schultz

Office: Hamilton Hall 210

Office hours: By appointment. To arrange a time, email me or talk with me before or after class.

Email: schultzm@live.unc.edu

Course Description

Inequality is a feature of all societies. Our position in the social hierarchy shapes our identities, life experience, opportunities, and outcomes. This course will provide a detailed overview of the three primary hierarchies in the U.S. and their interrelationship. We will examine the meanings and consequences of economic, racial, and gender hierarchies in a range of societal domains, including occupations, schools, neighborhoods, and families. Students will learn to apply the dominant sociological explanations for inequality, and identify and interpret the rationale of alternative explanations.

Course Goals

My goals for this course are that you will:

- 1) Learn to think sociologically about the influence of social structure and institutions on inequality
- 2) Become familiar with key facts and common theories about inequality in the U.S.
- 3) Develop your ability to think critically, analyze differing viewpoints, and make an argument supported by reasoned judgment and evidence through writing and group discussions
- 4) Increase your ability to identify and comprehend high-quality, empirical sociological research

Texts

No required textbook. Readings will be available on Sakai.

Office Hours

I am regularly available to meet with you after class and in the early afternoons on class days. My office hours are by appointment. This means you will need to contact me by email or let me know before or after class when you would like to meet.

I am happy to discuss questions about a reading you don't understand, concepts we've covered in class, or connections between the course and other ideas or experiences you've had. Office hours are a great time to receive help and feedback on class assignments.

My Contact Information

You can reach me by email at schultzm@live.unc.edu. I try to respond quickly to email. I will be available before and after class to answer questions. I welcome your questions related to course topics.

Class Format

This is a discussion-based course and an upper-level course. I expect you to come to class everyday prepared to discuss the assigned readings. The readings are difficult. The purpose of the class time is further your understanding of the readings and to make connections between ideas and facts from readings throughout the course. **Bring your questions to class!** There is no better way to show your engagement with the material than to ask questions.

The class days are divided between case days and theory days. On case days, the readings will be empirical and it is important to learn the important facts from the readings. Then, in class, we will apply the theories we've been learning to the empirical results, and compare cases to each other. On theory days, we'll learn a new theory. The goal of the readings is to give an overview of the theory. Then, in class, we'll start applying them to the cases we've discussed in order to gain a stronger grasp of their interpretative value.

To facilitate your comprehension of the readings, I have prepared a list of important terms and guiding questions for each set of readings. These are the reading guides. I expect you to take your own notes on the readings and come prepared with definitions for the terms and answers to these questions. The questions in the reading guides will often be the starting place for each class. The reading guides double as the study guide for each exam.

Each class will usually include a group activity, group discussion, or short writing assignment in addition to full-class class discussion. You will learn from your group and you will help your group understand the concepts better. I have high expectations for your participation and performance in the course. I seek to create a classroom environment that is both intellectually stimulating and fun.

I encourage you to take notes on the class discussion. Most of the material for the exams will come from what we discussed in class in addition to the material in the readings. There will be times when I end the class by asking students to summarize the discussion for the day or to compare notes with students in their group.

Class discussion is at its best when everyone has an opportunity to share their thoughts. To promote a friendly, open environment I have several ground rules for class discussion.

Ground rules for class discussion:

- 1) Raise your hand before talking.
- 2) If you have already spoken more than a couple times that day, I may not call on you to give others a chance to speak.
- 3) Try to keep your responses focused. I may cut you off if you begin to ramble in order to keep the discussion on track.
- 4) Show respect for those you disagree with. At the same time, taking the opposite point of

view with a credible argument is encouraged.

- 5) Be present for the class discussion. Use your cellphones outside of class and use computers only to take notes during class.

Attendance

Achieving success in this class requires consistent daily attendance. If you fall behind, it will be difficult to catch up. Please don't schedule any other activities that would require you to miss class. If you know you'll be out of town and have to miss a class, please let me know ahead of time. If a family emergency comes up, please let me know as soon as you can.

Honor Code

The University Honor Code will be in effect through all exams, quizzes, and written assignments. Please read carefully the provisions of the Honor Code (instrument.unc.edu). Make certain that you understand and adhere to them, and ask me to clarify any questions you have regarding the Code.

Evaluation and grading

Reading Guides (15%):

The readings form the core of the course. Taking good notes is an essential part of succeeding in this course. I provide reading guides to help you work through the readings. There are four parts to the reading guides:

1. Key Concepts: The key concepts are the major ideas in the readings. These terms often encompass ideas, viewpoints, or examples that are the building blocks of larger theories or perspectives.
2. Vocabulary: The readings often have terms that you may be unfamiliar with that are important for understanding the argument or evidence of the reading. The terms in the vocabulary list are ones you will want to become familiar with, either from context in the reading or by searching out definitions.
3. Comprehension Questions: These questions ask you to report out the arguments and/or evidence from the readings. Comprehension questions often ask you to identify the evidence or trends from the readings, explain how multiple concepts are related, or summarize an argument and the evidence presented in the reading in support of or against it.
4. Evaluation and Application Questions: These are the questions that go beyond the readings. The goal is to spend most of class time on evaluation and application. Common questions in this category are to weigh the evidence for differing perspectives based on what you know from the readings, and to apply a newly learned concept, theory, or evidence to a previously discussed argument, topic, or group of evidence.

The definitions to the key concepts and answers to the comprehension questions from the day's reading guides are due 1 hour before each class (8:00 am) on Sakai. This will give me time to review them before class and adjust my plan for each class accordingly. Reading guides are graded for completion using a check-plus (1: high quality work), check (.85: completion), and check-minus (.7: incomplete) scale.

Vocabulary definitions and answers to evaluation and application questions do not need to be turned in, although I encourage you to complete them. You should be able to answer the evaluation and application questions after each class. These are the questions most likely to be on the exams. I recommend building on and adjusting your reading guides during and after class discussion. Compare notes with your fellow students and ask questions in class.

In-Class Exercises (10%):

There will be regular in-class exercises or activities that will require a mixture of group and individual work. Activities include: group discussion, role-playing scenarios, group tasks, structured debates, writing assignments, and reflections. In-class exercises are graded on a check-plus (10: high quality work), check (8.5: completion), or check-minus (7: incomplete) basis.

Quizzes (10%):

There will be five bi-weekly quizzes throughout the semester. The quizzes, like the three exams, will be on Mondays (except for the first quiz, which will be after the MLK holiday). The quizzes are on Sakai and **must be completed 1 hour (8:00 am) before the start of class**.

The quizzes are a learning tool and will cover the previous two weeks of material since the last quiz or exam. The quizzes act as a check-in point to evaluate what you have learned, inform you about what you need to study for the exam, and are opportunities to review material covered in class.

The quiz format is modeled after the exam format and based on the reading guides from the past two weeks. There will be 1 multiple choice question, 2 definitions of key concepts, and 1 short-answer. I encourage you to use your notes for the quizzes. However, the quizzes will be timed (18 min), so you won't be able to look up every answer in your notes. It is to your advantage to study and compare notes with your classmates. At the same time, the honor code will be in effect for the quizzes and you must complete the quiz without help from others.

Quizzes will be graded using the same check-plus (1: high quality work), check (.85: average quality work), and check-minus (.7: incomplete, low quality work) scale used for the reading guides. We will review the answers to the quiz at the start of the class on the quiz day.

Exams (35%):

There will be three exams evenly spaced through the semester. The first two exams are worth 10% of your grade. The final exam will be worth 15% of your grade. All of the exams are cumulative. However, they will be weighted towards the new material in each third of the class. The final exam will be a couple of questions longer and will be more cumulative than Exam 2.

The material covered in the course is meant to build on the previous material covered in the course. So a common cumulative short-answer exam question is to compare and contrast or synthesize concepts, theories, or facts discussed in different parts of the course. Exam questions will be drawn from the course readings, class discussion, and class activities. The reading guides and the quizzes are intended to serve as an exam study guide.

The exams are a mixture of multiple choice, definitions, and short-answer questions. The exams will be on Sakai. Students will bring their laptop to class and take the exams in the classroom. The exams will be timed and last for the length of the class or exam period. Students will need to move through the exam, answer the questions in any order, and go back to check their answers. The quizzes follow a similar format on Sakai.

Two Research Papers (30%):

Writing is an essential part of this course. Students will complete two 4-page double spaced research papers. Students will have the option to choose a prompt related to each of the cases studied in the course. The course readings are intended to be the starting point for each research paper. Students will show and hone their ability to find and use high-quality sociological scholarly sources (e.g. journal article, book, or research institute report) in support of their argument. At least 3 such sources beyond the class readings are required. It is recommended that you check your sources with your peers and with me. Students will be evaluated on their argument, use of evidence, organization, and style. More information on the papers, including a rubric will be provided to students near the beginning of the course.

Grading Scale

I do not grade on a curve. At the end of the term, you will receive a letter grade, based on the following scale:

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| A | = 93-100 | C+ | = 77-79 |
| A- | = 90-92 | C | = 73-76 |
| B+ | = 87-89 | C- | = 73-72 |
| B | = 83-86 | D+ | = 67-69 |
| B- | = 80-82 | D | = 60-66 |
| | | F | = BELOW 60 |

Important Dates

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| Wed. 1/23 | Quiz 1 |
| Mon. 2/4 | Quiz 2 |
| Mon. 2/11 | Exam 1 |
| Mon. 2/25 | Quiz 3 |
| Mon. 3/4 | Research Paper 1 Due |
| Mon. 3/18 | Quiz 4 |
| Mon. 4/1 | Exam 2 |
| Mon. 4/14 | Quiz 5 |
| Mon. 4/22 | Research Paper 2 Due |
| Mon. 5/6 8:00 AM | Final Exam |

Schedule of Readings

| Day | Date | Topic | Reading | Assignment Due |
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| 1 | Wed 1/9 | Social Hierarchies | Video: Understanding the Effect of Hierarchy in Society | |

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| 2 | Fri 1/11 | Case 1: Class as Culture | Fussell. 1983. "An Anatomy of the Classes," "Appearance Counts," and "Mailbag" Pp. 15-17, 24-34, 39-59, 199-202 in <i>Class: A Guide through the American Status System</i> . | Reading Guide 2 |
| 3 | Mon 1/14 | Theory 1: Positional Inequality and Social Closure | Frank. 1985. "Ch. 1 Contests, Rules, and Leagues," Pp. 3-14 in <i>Choosing the Right Pond</i> . Weeden. 2002. "Social & Occupational Closure," Pp. 58-65 in <i>American Journal of Sociology</i> , 108. | Reading Guide 3 |
| 4 | Wed 1/16 | Case 2: Class as Economic | Piketty. 2014. "Ch. 8: Two Worlds," Pp. 271-303 in Capital in the Twenty-First Century . (UNC Library E-Book) | Reading Guide 4 |
| | Fri 1/18 | Class Cancelled | | |
| | Mon 1/21 | NO CLASS | MLK Holiday | |
| 5 | Wed 1/23 | Case 2: Class as Economic | Cassidy. 2014. "Forces of Divergence," The New Yorker. Piketty. 2014. "Ch. 10: Inequality of Capital Ownership," Pp. 336-358; 368-376 in Capital in the Twenty-First Century . (UNC Library E-Book) <i>Optional Piketty Section:</i> "The Question of Time Preference" through "Pareto and the Illusion of Stable Inequality" Pp. 358-368 | Reading Guide 5 Quiz 1 |
| 6 | Fri 1/25 | Theory 2: Elites and Power | Marger. 1987. "Ch. 4 The Elite Model," Pp. 51-66 in <i>Elites and Masses</i> . <i>Optional:</i> Marger. 1987. "Ch 1 What is Political Sociology?" and "Ch. 2 Power in Societies," Pp. 3-27 in <i>Elites and Masses</i> . | Reading Guide 6 |
| 7 | Mon 1/28 | Theory 2: Elites and Power | Mills. 1956. "Ch. 1 The Higher Circles," Pp. 3-29 in <i>The Power Elite</i> . | |
| 8 | Wed 1/30 | Case 3: Mass Incarceration | Pager. 2008. "Ch. 5 The Mark of Race," Pp. 86-99 in Marked . (available electronically through UNC Library). | Reading Guide 7 |

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| 9 | Fri 2/1 | Case 3: Mass Incarceration | Coates. 2015. "The Black Family in the Age of Mass Incarceration," <i>The Atlantic</i>. | Reading Guide 8 |
| 10 | Mon 2/4 | Theory 3: Is class relational? | Wright. 2008. "Ch. 11 Logics of Class Analysis" Pp. 329-342 in Lareau & Conly (eds). <i>Social Class: How does it work?</i> | Reading Guide 10 Quiz 2 |
| 11 | Wed 2/6 | Case 4: Working Poverty | Ehrenreich. 2001. Excerpts from <i>Nickel and Dimed</i> . | Reading Guide 11 |
| 12 | Fri 2/8 | Case 5: Poverty | Sandoval et al. 2009. "The Increasing Risk of Poverty Across the American Life Course," <i>Demography</i> . Stone. 2016. "Poverty," Center for Budget and Policy Priorities Policy Brief. | Reading Guide 12 |
| 13 | Mon 2/11 | EXAM 1 | | |
| 14 | Wed 2/13 | Case 6: Racial Discrimination | Pager & Shepherd. 2008. "The Sociology of Discrimination: Racial discrimination in employment, housing, credit, and consumer markets," Pp. 181-209 in <i>Annual Review of Sociology</i> . | Reading Guide 14 |
| 15 | Fri 2/15 | Theory 4: Colorism, Whitening, and the Racial Hierarchy | Gans. 2012. "'Whitening' and the Changing American Racial Hierarchy," Pp. 1-13 in <i>Du Bois Review</i> . | Reading Guide 15 |
| 16 | Mon 2/18 | Theory 4: Colorism, Whitening, and the Racial Hierarchy | Bonilla-Silva & Glover. 2004. "'We Are All Americans' the Latin Americanization of Race Relations in the United States." Pp. 149-183 in <i>The Changing Terrain of Race and Ethnicity</i> , Krysan and Lewis (eds). | Reading Guide 16 |
| 17 | Wed 2/20 | Case 9: Education and Meritocracy | MacLeod. 2008. "Ch. 3 & 5," in <i>Ain't No Makin' It: Aspirations & Attainment in a Low-Income Neighborhood</i> . | Reading Guide 17 |
| 18 | Fri 2/22 | Theory 5: Education and Social Reproduction | MacLeod. 2008. "Ch. 1-2," in <i>Ain't No Makin' It: Aspirations & Attainment in a Low-Income Neighborhood</i> . | Reading Guide 18 |
| 19 | Mon 2/25 | Case 9: Education and Meritocracy | MacLeod. 2008. Excerpts from Ch. 9 and 10 in <i>Ain't No Makin' It: Aspirations & Attainment in a Low-Income Neighborhood</i> . | Reading Guide 19 Quiz 3 |

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| 20 | Wed 2/27 | Case 7: Gender in the workplace | Schilt. 2010. Excerpts from <i>Just One of the Guys?: Transgender men and the persistence of gender inequality</i> . | Reading Guide 20 |
| 21 | Fri 3/1 | Theory 6: The body as a situation | Moi. 2005. Excerpts from "What is a Woman?" in <i>Sex, Gender, and the Body</i> . Optional: DuBois. 1903. "Ch. 1 Of Our Spiritual Strivings," Pp. 1-12 in <i>The Souls of Black Folk</i>. (available electronically through UNC Library) | Reading Guide 21 |
| 22 | Mon 3/4 | Case 8: Transgender discrimination | Grant et al. 2011. "Executive Summary" in <i>Injustice at Every Turn: A Report of the National Transgender Discrimination Survey</i> . Lopez. 2016. "Gender is not just male or female. 12 people across the gender spectrum explain why," <i>Vox</i> . | Reading Guide 22 DUE: Paper 1 |
| 23 | Wed 3/6 | Case 9: Residential and School Segregation | Massey & Denton. 1994. "The Continuing Causes of Segregation," in <i>American Apartheid</i> . | Reading Guide 23 |
| 24 | Fri 3/8 | Case 9: Residential and School Segregation | Hannah-Jones. 2016. "Choosing a School for My Daughter in a Segregated City," <i>The New York Times Magazine</i> . Rivkin. 2016. "Desegregation Since the Coleman Report," in <i>EducationNEXT</i> . | Reading Guide 24 |
| | 3/11- 3/15 | NO CLASS | SPRING BREAK | |
| 25 | Mon 3/18 | Case 10: The Middle Class | Pattillo-McCoy. 1999. Excerpt from <i>Black Picket Fences</i> . | Reading Guide 25 Quiz 4 |
| 26 | Wed 3/20 | Case 9: Residential and School Segregation | Podcast: Interview with Hannah-Jones on her new book. | Reading Guide 26 |
| 27 | 3/22 | Case 10: The Middle Class | Warren and Tyagi. 2003. Excerpt from <i>The Two-Income Trap</i> . | Reading Guide 27 |
| 28 | Mon 3/25 | Case 11: Intergenerational Mobility in the U.S. | Cassidy. 2014. "Social Mobility Hasn't Fallen," <i>The New Yorker</i> . | Reading Guide 28 |

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| | | | Chetty et al. 2014. Excerpt from “Where is the Land of Opportunity,” <i>NBER Working Paper</i> . | |
| 29 | Wed 3/27 | Case 12: The Value of College Degree | Torche. 2011. Excerpt from “Is a College Degree Still the Great Equalizer?” <i>American Journal of Sociology</i> . | Reading Guide 29 |
| 30 | Fri 3/29 | Case 13: The Racial Wealth Gap | Sullivan et al. 2016. “The Racial Wealth Gap,” <i>Demos</i> . Seamster. 2019. “White Debt, Black Debt,” <i>Contexts</i> . | Reading Guide 30 |
| 31 | Mon 4/1 | EXAM 2 | | |
| 32 | Wed 4/3 | Theory 7: Measuring class (big, micro, continuous) | Lareau. 2008. “Introduction: Taking Stock of Class” Pp. 3-15 in Lareau & Conly (eds). <i>Social Class: How does it work?</i> Weeden & Grusky. 2012. Excerpts from “The Three Worlds of Inequality” in the <i>American Journal of Sociology</i> , Pp. 1723-1733. | Reading Guide 32 |
| 33 | Fri 4/5 | Case 14: Class as Occupation | Weeden & Grusky. 2012. Excerpts from “The Three Worlds of Inequality” in the <i>American Journal of Sociology</i> , Pp. 1733-1758. | Reading Guide 33 |
| 34 | Mon 4/8 | Case 15: Gender inequality | England. 2010. “The Gender Revolution: Uneven and Stalled,” in <i>Gender and Society</i> . | Reading Guide 34 |
| 35 | Wed 4/10 | Case 16: Global Inequality | Huber & Stephens. 2014. “Income Inequality and redistribution in post-industrial democracies” in <i>Socio-Economic Review</i> . | Reading Guide 35 |
| 36 | Fri 4/12 | CLASS CANCELLED | | |
| 37 | Mon 4/14 | Case 16: Global Inequality | Hung and Kucinkas. 2011. “Globalization and Global Inequality,” <i>American Journal of Sociology</i> . | Reading Guide 37 Quiz 5 |
| 38 | Wed 4/16 | Case 17: Motherhood Penalty | Boeckman et al. 2014. “Cultural and Institutional Factors Shaping Mothers Employment and Working Hours in Post-Industrial Countries,” <i>Social Forces</i> . | Reading Guide 38 |

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| | Fri 4/19 | <i>NO CLASS</i> | <i>Good Friday Holiday</i> | |
| 39 | Mon 4/22 | Case 18: Local Control and The Caste System in India | Bergel. 1962. "The Caste System," Pp. 35-55 in <i>Social Stratification</i> . Optional: Human Rights Watch. 1999. "Summary," in <i>Broken People: Caste Violence Against India's Untouchables</i>. | Reading Guide 39 DUE: Paper 2 |
| 40 | Wed 4/24 | Case 19: Social Hierarchies in a Warming World | Wallace-Wells. 2019. Excerpt from <i>The Uninhabitable Earth: Life After Warming</i> | Reading Guide 40 |
| 41 | Fri 4/26 | Review Day | What we've learned | Reflection Assignment |
| 42 | Mon 5/6 | FINAL EXAM 8:00 AM | | |