University of Wisconsin-Madison
Sociology 633: Social Stratification

9:30-10:45 TR, Fall, 2018, Room 2435 Sewell Social Science Bldg.

Prof. John Allen Logan
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Office hours: Wednesday 10 a.m. - 12 noon, and by appointment

Instructional Mode: All Face-to-Face
Credit hours: 3
Credit hours standard: Traditional Carnegie Definition

COURSE DESCRIPTION
Classical and contemporary theories of the nature of social inequality; recent patterns and trends in inequality in the US; analysis of inequalities based on class, race, gender; the relationship of inequality to globalization, immigration, and politics.

REQUISITES
Intro Soc course (SOC/ C&E SOC  140, 181, 210, or 211) and SOC/ C&E SOC  360.

COURSE LEARNING OUTCOMES
Students will be able to explain and critique major sociological theories of inequality, describe recent patterns and trends in inequality, and to review and critique sociological explanations of the relationships of inequality to social class, race, gender, globalization, immigration, and politics.

REQUIRED TEXTBOOKS
Grusky, David B., and Szonja Szelényi. 2011. The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender. Second edition. Boulder, CO: Westview Press. (GS) (Make sure to get the right Grusky reader; there are several.)

* Available on Kindle. (There is a free reader for most devices.)

EXAMS, PAPERS AND OTHER MAJOR GRADED WORK

Summary Period: Thursday, December 20, 12:25-2:25 p.m.

Exams: There will be four exams. Students may skip any of the first three exams without any prior notice, but must take the final. The final course grade will count only the two best exams of the first three, whether or not you take them all. The expected first three exam dates are Thursday, September 27th; Thursday, October 25th; and Tuesday, November, 20th, which is just before the Thanksgiving break. The required final exam will be held in the Summary Period (at the time shown immediately above).

Since only two of the first exams are graded, I will not offer makeup exams except in extraordinary circumstances. You must inform me of any such circumstances at least 24 hours before the exam.
Weekly commentaries: A brief reaction or commentary on the week’s reading(s) will be due by 8 a.m. every Thursday, unless the requirement is waived for a particular week. I will have posted the readings to be covered each week by the preceding Friday. “Brief” means one-half to one full page, double spaced. Please don’t exceed a single page. A dropbox will be provided on the CANVAS page. PDF format is required. I will read all your comments before Thursday’s class and make use of interesting suggestions or questions for the day’s session. Commentaries will be graded on a three-point scale, corresponding roughly to full credit (3), a good-faith effort (2), a bad-faith effort (1), and no effort (0). Two weekly commentaries can be missed without penalty.

Term paper (honors or grad students only): Undergraduate honors students and graduate students are required to complete a term paper. The paper should not be empirical research, but instead a review of literature in the area of social stratification, a critique of research in some area, or a research proposal to resolve an empirical question. Graduate students will be held to a higher standard. Please see me in the first two or so weeks of class to discuss possible topics. I will expect a written paper proposal from you by Thursday, October 11.

Class participation. Class attendance will be recorded. Students can miss two classes without penalty. The quality (and quantity) of your participation in class will count for part of your final grade.

Method of Submission of Written Work. All written assignments are to be handed in one of two ways, to be specified: 1) via a course dropbox in PDF format only. 2) via turnitin.com. When assignments are to be in PDF no other formats are permitted, including Microsoft Word. (This is to streamline the grading process and to preserve details of formatting across PC and Mac computers; I don’t use PC’s.)

GRADING

Undergraduates, except honors: Exams (best two of the first three, plus the final), 25% each. Weekly commentaries, 15%. Classroom participation, 10%.

Honors and grad students: As above, but the term paper counts an additional 25%. (Yes, making “125%.”) Multiply each percent by 100/125 to get the actual percentages, which work out to 20% for each of three exams, 12% for weekly commentaries, and 8% for classroom participation.)

Extra credit: Extra credit assignments may be possible, if requested. Grades on any such assignments will be averaged with the other grades, rather than added to your final points total.

Grading details: All assignments will be given either letter or numerical grades. Letter grades will be transformed to numerical scores before final, weighted totals are calculated. Here are the letter/number correspondences: A = [100, 94], AB = (94, 88], B = (88, 82], BC = (82, 76], C = (76, 70], D = (70, 60], F = (60, 0]. Letter grades may be given as simple letters, or with + or - modifiers. For example, the letter grade “A” equals the numerical value 97, while “A+” equals 99 and “A-” is 95, and so on, with each simple letter grade translated to the midpoint of its numerical range and the “+” and “-” values adding or subtracting 2 points. (The grade F is equal to 30 points, while “F+” and “F-” are not used.) The final grades reported to the Registrar will be simple letter grades without “+” or “-” modifiers. The instructor may curve the final grades by lowering cut points between them to reflect his judgement of student performances. (Cut points will never be raised.)

RULES, RIGHTS & RESPONSIBILITIES

See the Guide to Rules, Rights, and Responsibilities here: http://guide.wisc.edu/undergraduate/
#rulesrightsandresponsibilitiestext .

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct may be forwarded to the Office of Student Conduct &
Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.”

http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.”

https://diversity.wisc.edu/
TOPICS AND READINGS

Most readings will be found in GS, as indicated. Additional or alternative readings may be assigned during the semester depending on the flow of the course and our developing interests. These will be posted on the Canvas Soc 633 web site. I will post the expected readings to be covered by Friday of the preceding week.

Source codes GS, WT, WTAS, UC: See list at “Required Textbooks” on p. 2, above.

SSSP = Grusky and Szelenyi, Social Stratification in Sociological Perspective, 2nd ed. (purchase not required; these articles will be posted on Canvas).

CANVAS = The reading is posted on the Soc 633 Canvas page.

1. Is Inequality Inevitable?

2. Classes

3. Class and Status
   Anthony Giddens, “The Class Structure of the Advanced Societies.” SSSP 152-162; 11 pp. CANVAS

4a. History of Class in the U.S., Part 1
   Isenberg, Chapters 1-5 in WT.

4b. History of Class in the U.S., Part 2
   Isenberg, Chapters 6-9 in WT.

5. Extremes of Power
6a. Extremes of Income: Winner-Take-All Markets
    Robert H. Frank and Philip J. Cook, WTAS, Chapters 1-4.

    Robert H. Frank and Philip J. Cook, WTAS, Chapters 5-8.

    Robert H. Frank and Philip J. Cook, WTAS, Chapters 9-11.

7. Poverty: How It Works and How Much There Is

8. Sources of Poverty and the Underclass
   Bruce Western, “Incarceration, Unemployment, and Inequality.” GS 208-213; 6 pp.

9. Constructing Racial Categories

10. Change and Persistence in Racial and Ethnic Inequality

11. Other Dimensions of Racial Inequality

MIDTERM EXAM [approximate topical position]
12. Gender Inequality


13. Opportunity Structures


14. The Gender Gap in Wages


15a. Transmission of Competitive Advantages in Families, 1

Annette Laureau, UC, Chapters 1-4 [pp. 1-81], and Appendix B, “Understanding the Work of Pierre Bourdieu,” [7 pp.]. [Pages based on the Kindle edition.]


15b. Transmission of Competitive Advantages in Families, 2

Annette Laureau, UC, Chapters 5-9 [pp. 82-197]

15c. Transmission of Competitive Advantages in Families, 3

Annette Laureau, UC, Chapters 10-15 [pp. 198-341]

16. Social Mobility

Timothy Egan, “No Degree, and No Way Back to the Middle.” GS 452-455; 4 pp.


Richard Breen, “Social Mobility in Europe.” GS 481-498 [18 pp.]
Jan O. Jonsson, David B. Grusky, Matthew Di Carlo, and Reinhard Pollak, “It’s a Decent Bet That Our Children Will Be Professors Too.” GS 499-516 [18 pp.]

17. Status and Income Attainment

Peter M. Blau and Otis Dudley Duncan, with the collaboration of Andrea Tyree, “The Process of Stratification.” GS 527-540 [14 pp.]


18. Social Capital, Networks, and Attainment

Mark S. Granovetter, “The Strength of Weak Ties.” GS 589-593 [5 pp.]

Nan Lin, “Social Networks and Status Attainment.” GS 594-596 [3 pp.]


19. Health


20. Culture, Lifestyles, and Politics


21. Globalization and Inequality
