



NEW YORK UNIVERSITY
Department of Sociology

Social Stratification
Soc GA2137: Spring 2022

Time:	Thursdays, 2:00-4:45PM	Location:	295 Lafayette (Puck Bldg.), Seminar room
Instructor:	Mike Hout	email:	mikehout@nyu.edu
Office			
hours:	Wednesdays, 10-11:30AM	Location:	295 Lafayette (Puck Bldg.), room 4139
	Sign up online at: www.wejoinin.com/sheets/bwpoa		

COURSE DESCRIPTION

A graduate-level survey course on the causes and consequences of social inequality, focused on classics in the field and recent empirical research. Readings will introduce the concepts, theories, and measures of inequality; the intersection of class with race and gender; institutional supports for stratification, including family, schooling, work, and the welfare state. Students will take turns introducing the week's readings; everyone is expected to contribute to discussion every week. Writing assignment required, but there are three ways to fulfill it.

GOALS OF THE COURSE

1. Explore the dimensions of inequality in society.
2. Catalog similarities and differences between sociological and economic understandings of inequality.
3. Prepare for further work on these subjects, including qualifying exams and dissertation proposals.

MAIN ACTIVITIES

1. Participate in weekly discussions.
2. Lead discussion at least one week.
3. Engage the readings in your own words by writing six memos commenting on the readings **or** a traditional term paper **or** a dissertation proposal.

ATTENDANCE

I expect you to attend every session ready to participate, but I also recognize that you are graduate students in charge of your own schedules and commitments.

Important note: As the pandemic lingers on, please stay away from campus if you have any Covid-like symptoms. Get tested and resume regular activities only if you are sure you are not spreading the virus. See:

<https://www.nyu.edu/life/safety-health-wellness/coronavirus-information.html>

for campus policy and Covid-19 resources.

TOPICS AND READINGS BY WEEK

Important: The list below is a collective work-in-progress, subject to revisions. Please scan its contents as soon as possible. Additions and substitutions are welcome and encouraged. Email me (mikehout@nyu.edu) your suggestions.

Unless noted otherwise, items are available in JSTOR.

1. 27 January: Setup & Basic Orientation

Neckerman, Kathryn and Florencia Torche. 2007. Inequality: Causes and Consequences. *Annual Rev. of Soc.* 33: 335-57.

Atkinson, A.B., Piketty, T. and Saez, E., 2011. Top incomes in the long run of history. *J. of Econ. Literature* 49(1): 3-71.

2. 3 February: Origin → Education → Destination

Blau, Peter M., and Otis Dudley Duncan. 1967. *The American Occupational Structure*, chapters 1, 5, and 12.

Weeden, Kimberly A., and David B. Grusky. 2012. “The Three Worlds of Inequality.” *Am. J. of Soc.* 117(6): 1723–1785.

Laurison, Daniel, and Sam Friedman. 2016. “The Class Pay Gap in Higher Professional and Managerial Occupations.” *Am. Soc. Rev.* 81(4): 668–695.

3. 10 February: Intergenerational Mobility (O → D)

Hout, Michael. 1988. “More Universalism and Less Structural Mobility: The American Occupational Structure in the 1980s.” *Am. J. of Soc.* 93 (May): 1358–1400.

van Leeuwen, Marco H.D., and Ineke Maas. 2010. “Historical Studies of Social Mobility and Stratification.” *Annual Rev. of Soc.* 36(1): 429–451.

Mare, Robert D., 2011. “A multigenerational view of inequality.” *Demography* 48(1): 1–23.

Chetty, Raj, Nathaniel Hendren, Patrick Kline, and Emmanuel Saez. 2014. “Where is the land of Opportunity? The Geography of Intergenerational Mobility in the United States.” *Quarterly J. of Econ.* 129(4): 1553–1623.

4. 17 February: Educational Stratification (O → E)

Raftery, Adrian E., and Michael Hout. 1993. “Maximally Maintained Inequality: Expansion, Reform, and Opportunity in Irish Education, 1921-75.” *Soc. of Education* 66(1): 41–62.

Lucas, Samuel R. 2001. "Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects." *Am. J. of Soc.* 106: 1642–1690.

Hauser, Robert M., and Megan Andrew. 2006. "Another Look at the Stratification of Educational Transitions: The Logistic Response Model with Partial Proportionality Constraints." *Sociological Methodology* 36: 1–26.

Hout, Michael, and Alexander Janus. 2011. "Educational Mobility Since the 1930s." Pp. 165-186 in *Whither Opportunity?*, edited by Greg Duncan and Richard Murnane. New York: Russell Sage Foundation. [Not @ JSTOR. It is online <https://muse.jhu.edu/search?action=search&query=content:Whither%20opportunity:and&min=1&max=10&t=header>]

5. 24 February: Returns to Education (E → D)

Brand, Jennie E., and Yu Xie. 2010. "Who Benefits Most from College? Evidence for Negative Selection in Heterogeneous Economic Returns to Higher Education." *Am. Soc. Rev.* 75(2): 273–302.

Torche, Florencia. 2011. "Is a College Degree Still the Great Equalizer? Intergenerational Mobility Across Schooling in the U.S." *Am. J. of Soc.* 117: 763–807.

Hout, Michael. 2012. "Social and Economic Returns to Higher Education." *Annual Rev. of Soc.* 38: 379-400.

Bloome, Deirdre, Shauna Dyer, and Xiang Zhou. 2018. "Educational inequality, educational expansion, and intergenerational income persistence in the United States." *Am. Soc. Rev.* 83(6): 1215–1253.

Cheng, Siwei, Jennie E. Brand, Xiang Zhou, Yu Xie, and Michael Hout. 2021. "Heterogeneous Returns to Higher Education over the Life Course." *Science Advances* 7 (15 Dec.): <https://www.science.org/doi/10.1126/sciadv.abg7641>.

6. 3 March: Gender & Family I: Employment, segregation, and pay

Oppenheimer, Valerie K. 1973. "Demographic Influence on Female Employment and the Status of Women." *Am. J. of Soc.* 78(4): 946–961.

Kilbourne, Barbara, Paula England, George Farkas, Karen Beron, and D. Weir, 1994. "Returns to skills, compensating differentials, and gender bias: Effects of occupational characteristics on the wages of white women and men." *Am. J. of Soc.* 100: 689–719.

England, Paula. 2010. "The gender revolution: Uneven and stalled." *Gender & Society* 24: 149–166.

England, Paula, Andrew Levine, and Emma Mishel. 2020. "Progress toward gender equality in the United States has slowed or stalled." *PNAS* 117 (13): 6990–6997.

7. 10 March: Gender & Family II: Family dynamics

Oppenheimer, Valerie K. 1988. "A Theory of Marriage Timing." *Am. J. of Soc.* 94: 563–591.

Budig, Michelle, and Paula England. 2001. "The Wage Penalty for Motherhood." *Am. Soc. Rev.* 66:204–25.

Bailey, Martha J. 2006. "More power to the pill: The impact of contraceptive freedom on women's labor supply." *Quarterly J. of Econ.* 121: 289–320.

Western, Bruce, Deidre Bloome, and Christine Percheski. 2008. "Inequality Among American Families with Children, 1975 to 2005." *Am. Soc. Rev.* 73(6):903–920.

17 March: Spring Break

No class

8. 24 March: Career Mobility

DiPrete, Thomas A. 2002. "Life Course Risks, Mobility Regimes, and Mobility Consequences: A Comparison of Sweden, Germany, and the United States." *Am. J. of Soc.* 108: 267–309.

DiPrete Thomas A. and Gregory M. Eirich. 2006. "Cumulative Advantage as a Mechanism for Social Inequality." *Annual Rev. of Soc.* 32: 271–297.

Cheng, Siwei. 2014. "A Life Course Trajectory Framework for Understanding the Intracohort Pattern of Wage Inequality." *Am. J. of Soc.* 120: 633–700.

9. 31 March: Racial Inequality

Wilson, William J. 1978. *The Declining Significance of Race*. Chapters 1 & 7.
Note: The book is not online as far as I can tell. You can read this commentary by Wilson at <https://link.springer.com/content/pdf/10.1007/BF03181003.pdf>, but I highly recommend that you find a copy.

Bloome, Deirdre, and Bruce Western. 2011. "Cohort change and racial differences in educational and income mobility." *Social Forces* 90(2): 375–395.

Bloome, Deirdre. 2014. "Racial inequality trends and the intergenerational persistence of income and family structure." *Am. Soc. Rev.* 79(6): 1196–1225.

Monk, Ellis P., Jr. 2015. "The Cost of Color: Skin Color, Discrimination, and Health among African-Americans." *Am. J. of Soc.* 121(2): 396–444.

*** 7 April: PAA ***

No class

10. **14 April: Geography, Segregation, and Neighborhood**

Massey, Douglas S., and Nancy Denton. 1980. *American Apartheid*. Chapters 5 & 6. *Note*: The book is not online as far as I can tell.

Timberlake, Jeffrey M. 2007. "Racial and Ethnic Inequality in the Duration of Children's Exposure to Neighborhood Poverty and Affluence." *Social Problems* 54(3): 319—342.

Sharkey, Patrick. 2008. "The intergenerational transmission of context." *Am. J. of Soc.* 113 (4): 931–969.

Sharkey, Patrick, and Jacob W. Faber. 2014. "Where, when, why, and for whom do residential contexts matter? Moving away from the dichotomous understanding of neighborhood effects." *Annual Rev. of Soc.* 40: 559–579.

11. **21 April: Immigration**

Portes, Alejandro, and Min Zhou. 1993. "The new second generation: Segmented assimilation and its variants." *Annals of the Am. Acad. of Pol. & Social Sciences* 530: 74–96.

Waters, Mary C., and Marisa Gerstein Pineau. 2015. *The Integration of Immigrants into American Society*. Panel on the Integration of Immigrants into American Society. Committee on Population, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. Online at <https://www.nap.edu/catalog/21746/the-integration-of-immigrants-into-american-society>.

12. **28 April: Inequality Effects**

Mayer, Susan. 2001. How Did the Increase in Economic Inequality between 1970 and 1990 Affect Childrens Educational Attainment? *Am. J. of Soc.* 107(1): 1–32.

Western, Bruce, Deirdre Bloome, Benjamin Sosnaud, and Laura Tach. 2012. "Economic insecurity and social stratification." *Annual Rev. of Soc.* 38, pp.341–359.

Lundberg, Ian, Rebecca Johnson, Brandon M. Stewart. 2021. "What Is Your Estimand? Defining the Target Quantity Connects Statistical Evidence to Theory." *Am. Soc. Rev.* 86(3): 532–565.

13. 5 May: Subjective & Political Facets of Class

Hout, Michael, Clem Brooks, and Jeff Manza. 1995. "The Democratic Class Struggle in U.S. Presidential Elections: 1948-1992." *Am. Soc. Rev.* 60 (December): 805–828.

Hout, Michael. 2008. "How Class Works: Objective and Subjective Aspects of Class Since the 1970s." Pp. 25-64 in *Social Class*, edited by Annette Lareau and Dalton Conley. New York: Russell Sage Foundation.
Online at <https://muse.jhu.edu/book/15020>.

Hout, Michael. 2021. "The Realignment of U.S. Class Voting Since 1980." Ch. 110 in *Social Stratification: Fifth edition*, edited by David B. Grusky. Boulder: Westview Press.

Brint, Steven, Michaela Curran, and Matthew C. Mahutga. 2022. "Are U.S. Professionals and Managers More Left than Blue-Collar Workers? An Analysis of the General Social Survey, 1974-2018." *Socius* 8: <https://journals.sagepub.com/doi/full/10.1177/23780231211068654>.

GRADING

Class participation

25% of grade

Participation in the class discussion is an integral part of the work of the course. Students should come prepared to analyze the week's readings with respect to both substance and method. I expect everyone to say something or ask a question every week.

Discussion leadership

25% of grade

Each student is expected to lead the discussion at least once during the semester. The discussion leader speaks for the first 20 minutes of the seminar. Successful leadership will guide others through the essential take-aways of the readings, point to problematic areas (including disputes and contradictions in the readings), and pose interesting questions for discussion.

Written assignment

50% of grade each

Everybody will write something but students have three options to choose from:

1. *Reading memos*: Write at least **six** 4-5 page memos outlining and critiquing course readings. These will serve as study guides for QE prep or personal engagement with the readings. (due: **Periodically throughout the semester**)

OR

2. *Traditional term paper*: Write an original paper engaging with some topic chosen in consultation with the instructor. The goal could be submission for publication, inclusion as a dissertation chapter, or intellectual enrichment. (2-page topic statement due: **15 March**; paper due: **15 May**)

OR

3. *Dissertation proposal*: Write your dissertation proposal in consultation with the instructor and your dissertation chair. (2-page topic statement due: **15 March**; paper due: **15 May**)

ACADEMIC INTEGRITY

NYU expects and requires its students to adhere to the highest standards of scholarship, research and academic conduct. Policies and procedures are outlined at:

<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html>.

CALENDAR

<i>Week</i>	<i>Date</i>	<i>Topic & readings</i>	<i>Week</i>	<i>Date</i>	<i>Topic & readings</i>
1	27 Jan	Setup & basics Neckerman & Torche (2007) Atkinson et al. (2011)	8	24 Mar	Career mobility DiPrete (2002) DiPrete & Eirich (2006) Cheng (2014)
2	3 Feb	O → E → D Blau & Duncan (1967) Weeden & Grusky (2012) Laurison & Friedman (2016)	9	31 Mar	Racial inequality Wilson (1978) Bloome & Western (2011) Bloome (2014) Monk (2015)
3	10 Feb	O → D Hout (1988) van Leeuwen & Maas (2010) Mare (2011) Chetty et al. (2014)		7 Apr	PAA No class
4	17 Feb	O → E Raftery & Hout (1993) Lucas (2001) Hauser & Andrew (2006) Hout & Janus (2011)	10	14 Apr	Geography Massey & Denton (1980) Timberlake (2007) Sharkey (2008) Sharkey & Faber (2014)
5	24 Feb	E → D Brand & Xie (2010) Torche (2011) Hout (2012) Bloome et al. (2018) Cheng et al. (2021)	11	21 Apr	Immigration Portes & Zhou (1993) Waters & Pineau (2015)
6	3 Mar	Gender & family I Oppenheimer (1973) Kilbourne et al. (1994) England (2010) England et al. (2020)	12	28 Apr	Inequality effects Mayer (2001) Western et al. (2012) Lundberg et al. (2021)
7	10 Mar	Gender & family II Oppenheimer (1988) Budig & England (2001) Bailey (2006) Western et al. (2008)	13	5 May	Subjective & political Hout et al. (1995) Hout (2008) Hout (2021) Brint et al. (2022)
	17 Mar	Spring break No class			