



SOCI 667: SOCIAL STRATIFICATION

Fall 2022

Wednesdays 3:35-6:35pm
Mitchell Hall Room 001

Instructor Information

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Course Overview

The study of social stratification has been at the center of sociological inquiry since the founding of the discipline. In recent decades, the persistence and durability of various forms of inequality have increased scholarly attention to understanding how inequalities are generated, how they are maintained and institutionalized, and the role of equality generating social arrangements, institutions, and policies. The course provides an introduction to the conceptual and theoretical perspectives and empirical methods used in the study of stratification through engagement with the major questions and debates in the field drawing on classic work, recent scholarship, as well as the social science scholarship on inequality more broadly. The course includes a focus on various types of inequality (i.e. race, gender, class, etc.), and explores how inequalities are generated and maintained in families, neighborhoods, schools, and workplaces.

Course Goals/Learning Outcomes

- Students will acquire knowledge of the animating questions, debates, theoretical perspectives, and research methods used in the field of social stratification and the interdisciplinary study of inequality.
- Students will learn to analyze and synthesize theoretical perspectives and empirical evidence.
- Students will learn to evaluate research designs in relation to the epistemological and theoretical motivations and assumptions, the data collection and analytical methods, and empirical evidence and interpretation of that evidence.

Course Format

The course is designed as a doctoral discussion-based seminar. The instructor will provide background and context on the areas of inquiry and assigned readings each week and will facilitate class discussion to ensure that key points are raised and subjected to critical interrogation. The course has a lengthy reading list curated to encompass a wide range of theoretical perspectives and research designs to provide students with a strong foundation for engagement with the material and future work.

Class meetings should complement our independent work with the readings by offering a forum for dialogue on issues that we find particularly important, challenging, and promising. Here, as in scholarly dialogue more generally, it is your responsibility to make sure that the conversation does not bypass the issues that you consider most important. For this format to work, you will need to read with a critical eye and think about how the issues under consideration relate to your own development and interests as a scholar.

It is my intent that we all work together to create an inclusive classroom environment in which all students feel empowered and that fosters learning for everyone. Each of us brings our unique experiences and acquired forms of knowledge to the course. Viewing these as resources and engaging in respectful and constructive dialogue with one another will facilitate the creation of an environment where we all learn from one another. My hope is that we all are able to engage in critical analysis and interrogate ideas and evidence in ways that encourage dialogue and generative discussions with each other. Your suggestions about how to improve our learning community are encouraged and appreciated.

Our learning this semester is important, and our safety, health, and well-being are prerequisites to learning. While I expect you to put forth strong effort and meet course requirements, your health, safety, and well-being are the most important. Let us all stay mindful of our circumstances and those of our classroom community members, extend grace generously, give ourselves and others patience, engage in open communication, and give the best we can, knowing that this may look differently for each of us.

Course Materials/Readings

All readings and course material are available on the Canvas site for the course.

Assignments

1. CANVAS DISCUSSION POSTS (30% course grade)

The first course requirement is writing brief discussion posts on Canvas prior to the class sessions for Weeks 2-13. The discussion posts are due each Tuesday evening at 5pm preceding that week's class session on Wednesday afternoons. Submit the posts via the "Discussion" page of the Canvas course site for that week/topic.

These posts are to consist of:

1. Two paragraphs that describe and explain two “interesting things” (i.e. a concept, theory, perspective, data or measurement, analysis, finding) from one or more of the readings. (1 paragraph per interesting thing)
2. Two or three questions that you would like to contribute for class discussion.

2. ANALYTICAL ESSAYS (60% course grade)

For 10 of the 11 weeks from Week 3 through Week 13, you will write an analytical essay based on the readings for that week. In other words, you have one “pass” during the semester.

Each essay must include the following three elements.

1. Provide a concise synthesis of the readings. The synthesis should provide an integrated summary of the key arguments and evidence in the readings. This requires that you go beyond simply summarizing each of the readings separately. This also requires that you use concise and specific language to capture the complexity and nuances of the ideas and findings in the readings.
2. Provide a descriptive analysis of one or more central theory, concept, or theme in the readings. This requires that you clarify the meaning and discuss the significance of the chosen theory, concept, or theory in the context of the week’s readings.
3. Develop an analytic perspective on the readings. This requires that you provide an evaluation or assessment of the ideas (theories, concepts, arguments), and/or research design (methods, data, evidence) used in the readings. This analysis should reflect your perspective/voice and intellectual engagement with the material. Your analysis should engage with the project that the scholars set out to accomplish in their work, interrogating it on its own terms. Analyses can include assessments of strengths and weaknesses or limitations, or the alignments of the different elements of the research. Critiques raised or alternatives suggested should go beyond identifying a concern or suggestion to include the substantive implications for the research. See the Advice on Reading Analytically” resource document for additional suggestions on how to approach building an analytical perspective on the readings.

The essay should be approximately 2-3 pages single-spaced. The bulk of the essay should be comprised of elements #2 and #3 above. The essays are due each Friday following that week’s class. Submit the essays via the “Assignments” page of the Canvas course site. Essays are graded on a scale of 1 (minimal) to 5 (excellent).

3. PARTICIPATION (10% course grade)

Active participation during class sessions is essential for learning the material. Active participation during class meetings includes attendance, asking questions, contributing your perspectives to class discussions, and responding to your classmates' ideas in ways that are attentive, respectful, responsive, and critical. Students will receive strong marks for participation if they are consistently engaged and make a good faith effort to advance our collective understanding.

It is understood that professional and personal responsibilities, illness or emergencies may require students to miss class during the semester. In these instances, students should contact the instructor via email as soon as possible, and arrange to check in with classmates about the class session.

Grading Scale

Final course grades are determined by the assessment of the course requirements.

Grade	Interval	Grade	Interval
A	94.50 and over	C	72.50 to 76.49
A-	89.50 to 94.49	C-	69.50 to 72.49
B+	86.50 to 89.49	D+	66.50 to 69.49
B	82.50 to 86.49	D	62.50 to 66.49
B-	79.50 to 82.49	D-	59.50 to 62.49
C+	76.50 to 79.49	F	Below 59.49

Academic Integrity

You are expected to be familiar with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. This is the case regardless of whether the actions are deliberate or unintentional. Students are expected to do their own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at <http://www1.udel.edu/studentconduct/policyref.html> Office of Student Conduct, 218 Hullahen Hall, (302) 831-2117. E-mail: student-conduct@udel.edu

Harassment and Discrimination

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at www.udel.edu/oei. You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullahen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at www1.udel.edu/compliance. You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: sites.udel.edu/sexualmisconduct/how-to-report/.

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, we happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), we are obligated to inform the university's Title IX Coordinator. The university needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed in class, in a paper assignment, or in office hours, we promise to protect your privacy--we will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and how to reporting information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001, UD Helpline 24/7/365, to get in touch with a sexual offense support advocate.

For information on various places you can turn for help, more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct.

Inclusion of Diverse Learning Needs

Any student who thinks he/she may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. The DSS office is located at 240 Academy Street, Alison Hall Suite 130, Phone: 302-831-4643, fax: 302-831-3261, DSS website (www.udel.edu/DSS/). You may contact DSS at dssoffice@udel.edu.

Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact: Director, Institutional Equity & Title IX Coordinator- Susan L. Groff, Ed.D. groff@udel.edu, 305 Hullahen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Director, Office of Disability Support Services, Anne L. Jannarone, M.Ed., Ed.S. - ajannaro@udel.edu, Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the U.S. Department of Education - Office for Civil Rights (wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm).

Syllabus Modifications

This syllabus describes a plan, which like any plan may be revised or updated if it is reasonable and appropriate to do so based upon the experience of implementing it.

Accommodations

I am eager to hear from anyone who may require accommodations in this class for reasons related to ability or life situation. Please let me know if I can help by modifying seating arrangements, deadlines, or other features of the class so that appropriate arrangements may be made. The earlier you can let me know about anything that is going on that could cause problems for you, the better. If I know about it early on, we can work together to make sure it doesn't create bigger problems for you. All deadlines for this class are firm, and can be changed only at the discretion of the instructor for individuals who contact me in advance to discuss legitimate reasons for needing extensions.

Course Schedule

Week 1 (August 31): Course Introduction and Overview

Week 2 (September 7): What Contributions Can Sociology (and Social Sciences) Make in Relation to Inequality?

Assigned Readings

Gamoran, Adam. 2021. "Sociology's Role in Responding to Inequality: Introduction to the Special Collection." *Socius* 7: 1-3.

DiPrete, Thomas A. and Brittany N. Fox-Williams. 2021. "The Relevance of Inequality Research in Sociology for Inequality Reduction." *Socius* 7: 1-30.

Nalani, Andrew, Hirokazu Yoshikawa, and Prudence L. Carter. 2021. "Social Science-Based Pathways to Reduce Social Inequality in Youth Outcomes and Opportunities at Scale." *Socius* 7: 1-17.

Menjívar, Cecilia. 2022. "Possibilities for Sociological Research to Reduce Inequalities: Observations from the Immigration Scholarship." *Socius* 8: 1-6.

van de Werfhorst, Herman G. 2022. "Bringing in Theory Building and Social-Political Context to Understand and Reduce Inequality: A Commentary." *Socius* 8: 1-6.

Birr Moje, Elizabeth. 2022. "Remaking Research Tools: Toward Transforming Systems of Inequality through Social Science Research." *Socius* 8: 1-7.

Jackson, Michelle. 2022. "How Is It To Be Done? Building a Social Science of Radical Reform." *Socius* 8: 1-6.

Week 3 (September 14): Conceptualizing Social Positions and Statuses

Assigned Readings

Weeden, Kim A. and David B. Grusky. 2012. "The Three Worlds of Inequality." *American Journal of Sociology* 117(6): 1723-1785.

Wright, Erik Olin. 2008. "Logics of Class Analysis." Pps. 329-349 in *Social Class: How Does It Work?* eds. Annette Lareau and Dalton Conley. New York, NY: Russell Sage.

Glenn, Evelyn Nakano. 1998. "The Social Construction and Institutionalization of Gender and Race: An Integrative Framework." Pps. 3-43 in *Revisioning Gender*. Eds. Myra Marx Ferree, Judith Lorber, and Beth B. Hess. Thousand Oakes, CA: Sage Publications.

Ridgeway, Cecilia L. 2014. "Why Status Matters for Inequality." *American Sociological Review* 79:1-16.

Week 4 (September 21): Categorical Inequalities

Assigned Readings

Monk, Ellis P., Jr. 2022. "Inequality without Groups: Contemporary Theories of Categories, Intersectional Typicality, and the Disaggregation of Difference." *Sociological Theory* 40(1): 3-27.

Saatcioglu, Argun and Thomas M. Skrtic. 2019. "Categorization by Organizations: Race, Manipulation of Mild Disability Categories in a Racially Desegregated School District." *American Journal of Sociology* 125(1):184-260.

Sauer, Carsten, Peter Valet, Safi Shams, and Donald Tomaskovic-Devey. 2021. "Categorical Distinctions and Claims-Making: Opportunity, Agency, and Returns from Wage Negotiations." *American Sociological Review* 86(5): 934-959.

Timmermans, Stefan and Pamela J. Prickett. 2022. "Who Counts as Family? How Standards Stratify Lives." *American Sociological Review* 87(3): 504-528.

Week 5 (September 28): Cultural Approaches to Studying Inequality

Assigned Readings

Lamont, Michele, Stefan Beljean, and Matthew Clair. 2014. "What is Missing? Cultural Processes and Causal Pathways to Inequality." *Socio-Economic Review* 12: 573-608.

Valentino, Lauren and Stephen Vaisey. 2022. "Culture and Durable Inequality." *Annual Review of Sociology* 48: 109-129.

Freeman, Kendralin J., Dennis J. Condrón, and Christina R. Steidl. 2020. "Structures of Stratification: Advancing a Sociological Debate over Culture and Resources." *Critical Sociology* 46(2): 191-206.

Thai, Mai. 2022. "Policing and Symbolic Control: The Process of Valorization." *American Journal of Sociology* 127(4): 1183-1220.

Week 6 (October 5): The Role of Families

Assigned Readings

Calarco, Jessica McCrory. 2014. "Coached for the Classroom: Parents' Cultural Transmission and Children's Reproduction of Educational Inequalities." *American Sociological Review* 79(5): 1015-1037.

Manning, Alex. 2019. "The Age of Concerted Cultivation: A Racial Analysis of Parental Repertoires and Childhood Activities." *Du Bois Review* 16(1): 5-35.

Delale-O'Connor, Lori, James P. Huguley, Alyssa Parr, and Ming-Te Wang. 2020. "Racialized Compensatory Cultivation: Centering Race in Parental Educational Engagement and Enrichment." *American Educational Research Journal* 57(5): 1912-1953.

Conwell, Jordan A. 2021. "Diverging Disparities: Race, Parental Income, and Children's Math Scores, 1960 to 2009." *Sociology of Education* 94(2): 124-142.

Week 7 (October 12): Intergenerational Mobility

Assigned Readings

Torche, Florencia. 2015. "Analyses of Intergenerational Mobility: An Interdisciplinary Review." *ANNALS, AAPSS* 657: 37-62.

Hällsten, Martin and Max Thaning. 2022. "Wealth as One of the "Big Four" SES Dimensions in Intergenerational Transmissions." *Social Forces* 100(4) 1533-1560.

Chetty, Raj, Nathaniel Hendren, Maggie R. Jones, and Sonya R. Porter. 2020. "Race and Economic Opportunity in the United States: An Intergenerational Perspective." *Quarterly Journal of Economics* 711-783.

Chetty et al. 2022. "Social Capital I: Measurement and Associations with Economic Mobility." *Nature* 608: 108-121.

Week 8 (October 19): The Role of Neighborhoods

Assigned Readings

Galster, George and Patrick Sharkey. 2017. "Spatial Foundations of Inequality: A Conceptual Model and Empirical Overview." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 3(2): 1-33.

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 Review of Sociology* 40: 559-579.

Burdick-Will, Julia. 2018. "Neighborhood Violence, Peer Effects, and Academic Achievement in Chicago." *Sociology of Education* 91(3): 205-223.

Legewie, Joscha and Jeffrey Fagan. 2019. "Aggressive Policing and the Educational Performance of Minority Youth." *American Sociological Review* 84(2): 220-247.

Week 9 (October 26): Educational Institutions: Opportunity and Inequality

Assigned Readings

Stevens, Mitchell L., Elizabeth A. Armstrong, and Richard Arum. 2008. "Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in the Sociology of Higher Education." *Annual Review of Sociology* 34: 127-51.

Alon, Sigal. 2009. "The Evolution of Class Inequality in Higher Education: Competition, Exclusion, and Adaptation." *American Sociological Review* 74: 731-755.

Van de Werfhorst, Herman G. and Jonathan J.B. Mijs. 2010. "Institutional Structures and Achievement Inequality in Comparative Perspective." *Annual Review of Sociology* 36: 407-28.

Bol, Thijs and Herman G. Van de Werfhorst. 2013. "Educational Systems and the Trade-Off between Labor Market Allocation and Equality of Educational Opportunity." *Comparative Education Review* 57(2): 285-308.

Week 10 (November 2): Geographic Inequality and Schools

Assigned Readings

Reardon, Sean F., Demetra Kalogrides, and Kenneth Shores. 2019. "The Geography of Racial/Ethnic Test Score Gaps." *American Journal of Sociology* 124(4): 1164-1221.

Fiel, Jeremy. 2015. "Closing Ranks: Closure, Status Competition, and School Segregation." *American Journal of Sociology* 121(1): 126-170.

Owens, Ann. 2016. "Inequality in Children's Contexts: Income Segregation of Households with and without Children." *American Sociological Review* 81(3): 549-574.

Bischoff, Kendra and Ann Owens. 2019. "The Segregation of Opportunity: Social and Financial Resources in the Educational Contexts of Lower and Higher-Income Children, 1990–2014." *Demography* 56: 1635-1664.

Week 11 (November 9): The Role of Schools

Assigned Readings

Domina, Thurston, Andrew Penner, and Emily Penner. 2017. "Categorical Inequality: Schools As Sorting Machines." *Annual Review of Sociology* 43: 311-30.

Calarco, Jessica. 2020. "Avoiding Us versus Them: How Schools' Dependence on Privileged 'Helicopter' Parents Influences Enforcement of Rules." *American Sociological Review* 85(2): 223-246.

Tyson, Karolyn, William Darity, Jr., and Domini R. Castellino. 2005. "It's Not "a Black Thing": Understanding the Burden of Acting White and Other Dilemmas of High Achievement." *American Sociological Review* 70: 582-605.

Musto, Michela. 2019. "Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence." *American Sociological Review* 84(3): 369-393.

Week 12 (November 16): Labor Market Discrimination

Assigned Readings

Petersen, Trond and Ishak Saporta. 2004. "The Opportunity Structure for Discrimination." *American Journal of Sociology* 109(4): 852-901.

Small, Mario L. and Devah Pager. 2020. "Sociological Perspectives on Racial Discrimination." *Journal of Economic Perspectives* 34(2): 49-67.

Quillian, Lincoln and Arnfinn H. Midtbøen. 2021. "Comparative Perspectives on Racial Discrimination in Hiring: The Rise of Field Experiments." *Annual Review of Sociology* 47: 391-415.

Knight, Carly, Frank Dobbin, and Alexandra Kalev. 2022. "Under the Radar: Visibility and the Effects of Discrimination Lawsuits in Small and Large Firms." *American Sociological Review* 87(2): 175-201.

Week 13 (November 30): Workplace Mechanisms of Inequality

Assigned Readings

Correll, Shelly J., Stephen Benard, and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112(5): 1297-1339.

Rivera, Lauren A. 2012. "Hiring as a Cultural Mismatching: The Case of Elite Professional Service Firms." *American Sociological Review* 77(6): 999-1022.

Ren, Chunhui. 2022. "A Dynamic Framework for Earnings Inequality between Black and White Men." *Social Forces* 100(4): 1449-1478.

Mun, Eunmi and Naomi Kodama. 2022. "Meritocracy at Work?: Merit-Based Reward Systems and Gender Wage Inequality." *Social Forces* 100(4): 1561-1591.

Week 14 (December 7): Course Wrap-Up
