

Social Inequalities (Sociology 130) Fall 2015

Professor Daniel Schneider

Office: Barrows Hall 480

Email: djschneider@berkeley.edu

Class: Monday, Wednesday, and Friday 10AM - 11AM, 101 Barker Hall

Section: Once per week on Wednesdays (either 12-1; 1-2; 2-3; or 3-4PM)

Office Hours: Fridays 11:15AM - 1:15PM ([Sign-up](#))

Course Website: <https://bcourses.berkeley.edu/courses/1361080>

Graduate Student Instructors

Carmen Brick

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Course Description

This course explores the extent, causes, and consequences of social and economic inequality in the U.S. The course begins with a discussion of key concepts and metrics that we will use to discuss and measure inequality. We then follow a life-course perspective to trace out the institutions through which inequality is structured, reproduced, and experienced in the contemporary United States. We examine the family, the neighborhood, the educational system, labor markets, and the criminal justice system, attending to the roles of race, class, and gender as axes of stratification in these domains.

Required Readings

There are no required books for purchase. All of the course readings are posted on the bCourses site as .PDF files.

Discussion Section

This course has mandatory once-per-week discussion sections. These sections will be led by the GSIs, Carmen Brick and Orestes Hastings. Sections will meet on Wednesdays (contrary to the online schedule of classes we will not have section on Mondays). Attendance and

active participation in section is very important. During some weeks, section will be used for student-centered discussion of the current week's lectures and readings. During other weeks, the GSIs will teach you the skills you will need to successfully complete the two major writing assignments for the course. This instruction will be in how to conduct a qualitative interview, how to use Census data to create a neighborhood profile, and how to successfully conduct a neighborhood observation. Finally, section will also be used to allow students to work in pairs to advance their work on the two major writing assignments.

Course Assignments

Students will be evaluated and graded based on two examinations, two research and writing assignments, and their participation and attendance at lecture and in discussion section. The table at the end of this section notes the due dates for each assignment and the percentage of the final grade that each assignment is worth.

Exams

There will be two in-class examinations. The mid-term examination will be held on Friday, October 16th during the normal class time (10AM - 11AM) in our normal classroom. The mid-term will include a mix of short answer and short essay questions, based on the readings and lecture. The final will be a somewhat longer exam and will have a longer essay-based portion. The final will be held on Monday, December 14th from 8AM-11AM (location TBD). The final will also cover material from lecture and readings. It will focus on the topics covered after the mid-term, but all course material is eligible for inclusion.

Participation

While the class is primarily in lecture format, your participation during the lectures, through thoughtful discussion and asking good questions, is encouraged and rewarded. This course also has a weekly discussion section. You are required to attend and strongly encouraged to participate. Your participation grade will be based on your participation in class and section as well as visits to my and/or the GSI's office hours.

Mobility Paper

In the first half of the course, you will conduct an interview with a person of your choosing to collect information on his or her experience of social mobility. We will provide you with a list of suggested questions and one discussion section meeting will be devoted to learning about qualitative interviewing. Based on these materials and instruction, you will construct your own interview guide, conduct the interview, and transcribe the interview. You will then write a 5-7 page paper that describes your findings and then conducts a sociological analysis of this data, relating your interview results to the course readings on intergenerational mobility as well as on occupation, education, income, wealth and the social institutions that shape mobility. The transcript will be worth 3% of your course grade and the paper will be

worth an additional 20% of your course grade. A detailed description of the assignment and the evaluation rubric are posted on bCourses.

Transcript Due: In Section, Wednesday, October 7th

Paper Due: In Class, Wednesday, October 28th

Neighborhoods Paper

In the second half of the course, following the mid-term, you will create a statistical profile of one of three East Bay neighborhoods and then conduct a neighborhood visit and observation of the same neighborhood. We will provide you with a set of three neighborhoods from which you may select one and will provide instruction on how to create a neighborhood statistical profile. Based on this instruction, you will analyze data on your neighborhood and write-up a short brief (2-3 pages) that describes the neighborhood and presents a table and figure. You will then visit the neighborhood to conduct some social observation. We will provide you with some guidance for things to look for and you will write-up a set of field-notes that will be discussed in section. You will then write a 5-7 page paper that integrates the statistical profile, your field observations, and the course readings to describe the neighborhood and explain how, as argued by the neighborhood effects literature, this neighborhood might affect residents' wellbeing. The statistical profile will be worth 5% of your course grade and the paper will be worth an additional 20% of your course grade. A detailed description of the assignment and the evaluation rubric are posted on bCourses.

Statistical Profile Due: In Class, Friday, November 6th

Paper Due: In Barrows 410, Monday, December 7th (by 4pm)

Key Assignment Due Dates

Assignment	% of Grade		Due Date
<i>Mobility Questionnaire</i>	–	Bring to Section	Wednesday, September 16th
Mobility Interview Transcript	3%	Bring to Section	Wednesday, October 7th
Mid-Term Exam	20%	In Class Exam	Friday, October 16th (10AM - 11AM)
Mobility Paper	20%	Due In Class	Wednesday, October 28th
Statistical Profile	5%	Due In Class	Friday November 6th
<i>Neighborhood Field Notes</i>	–	Bring to Section	Wednesday, November 18th
Neighborhood Paper	20%	Due in 410 Barrows	Monday, December 7th (4PM)
Final Exam	22%	In Class Exam	Monday, December 14th (8AM - 11AM)
Participation	10%	Based on semester-long lecture and section participation	

Course Policies

Readings and Lecture

Students will be responsible for both material in the readings and material covered in lecture. I will post slides from lecture on the bCourses site. However, these slides are designed to be rhetorical aids and not comprehensive records of all that was said in class. Please do all of the readings in a timely fashion. Each lecture date has one or two readings associated with

it. You will get the most out of lecture if you do these readings before the class for which they are assigned.

Accommodation

I will provide accommodation to any student who provides me with a written letter from a DSP Specialist. Please speak with me after class, send me an email, or come to office hours so that we can make appropriate arrangements. Please do so as early in the semester as possible. I will also provide accommodation for observation of religious rituals. University policy is that such requests should be made by the second week of the semester. Please submit them by email.

Late Work

There are several written assignments for this course. The precise due dates and where the assignments should be handed in are noted above. Assignments turned in late will be penalized one third of a letter grade for every day late (e.g. one day late makes a B a B-). If you have a real emergency, email Professor Schneider and your GSI about it at least 24 hours before the deadline. Exams will be given on the posted dates (October 16th and December 14th). If you know now that you will have a conflict with the scheduled exam times, either do not take this course or speak with me as soon as possible so that we can work out an accommodation. If you have a true unforeseen emergency that prevents you from attending the exam, contact Professor Schneider as soon as possible to discuss an accommodation.

Grading Policy

If you wish to contest a grade, please first speak with your GSI for the course and outline in writing (1) what assignment you are contesting, (2) the grade you received on the assignment, and (3) the reason(s) why you believe the grade you received is unfair. The GSI will consider your appeal and, in consultation with Professor Schneider, may decide to re-grade your assignment. Please note, a re-grade likely involves closer scrutiny of the work and so may result in an increase or a decrease in your grade. Whatever the outcome, the score from the re-grade will be final. The grade appeals process should be initiated within 2 weeks of receiving the grade in question.

Academic Honesty¹

The UC Berkeley Honor Code states that, “As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.” (<http://asuc.org/honorcode/index.php>). I expect that you will adhere to these principles in your conduct in the course. You may not copy specific text or ideas from others, whether from fellow students, from authors of our readings, or from authors of material you find on the internet, without specific attribution. To do otherwise is to plagiarize. You may not cheat on any of the exams by bringing in

¹Text is adapted from the ASUC honor code guide.

outside material, copying from fellow students, or engaging in other dishonest practices. You may of course discuss the lectures and readings with your fellow students. But, the assigned papers and your written responses to exam questions must reflect your own independent work. Violations of these rules will result in a failing grade on the assignment and possibly on the course and may result in you being reported to University authorities.

Email

Email should not be used for substantive questions about the reading or course materials. Please ask such questions in class or sign-up for office hours. I will endeavor to respond to other email messages within 24 hours.

Office Hours

I very much encourage you to sign-up for office hours at least once during the semester. You may also just “stop-by” my office during office hours and if I don’t have another student scheduled, I’ll be happy to talk with you. Office hours are a good time to just introduce yourself, to talk about ideas that you find particularly engaging or difficult, or to discuss problems that you may be having in the course.

Technology Policy

You are permitted to use a laptop during class for the purpose of note taking or consulting the readings. Please do not use your cell phone during class. Please do not text, chat, surf the web, read the news, or watch videos during class!

Course Outline and Weekly Readings

Introduction

Overview of the Course & Logistics (Wed 8/26)

1. Scott, Janny and David Leonhardt. 2005. "Shadowy Lines That Still Divide." *The New York Times* May 15, 2005.

Dimensions of Socio-Economic Status

Occupation (Fri 8/28)

2. Hout, Michael. 2008. "How Class Works: Objective and Subjective Aspects of Class Since the 1970s." pp. 25-51 in *Social Class: How Does it Work* eds. Annette Lareau and Dalton Conley. New York: Russell Sage Foundation Press.

Education (Mon 8/31)

3. Fischer, Claude and Michael Hout. 2006. "How America Expanded Education and Why It Mattered." Pp. 9-22 in *Century of Difference: Diversity and Unity Among Americans, 1900-2000*. New York: Russell Sage Foundation.

Income: Poverty (Wed 9/2)

4. Iceland, John. 2012. "Methods of Measuring Poverty" and "Characteristics of the Poverty Population." pp. 20-69 in *Poverty in America* Berkeley, CA: University of California Press.

Income: Inequality (Fri 9/4)

5. Picketty, Thomas and Emmanuel Saez. 2006. "The Evolution of Top Incomes: A Historical and International Perspective." *American Economic Review* 96(2): 200-205.

Labor Day - No Class (Mon 9/7)

Wealth: Black-White Gap (Wed 9/9)

6. Conley, Dalton. 1999. "Wealth Matters" and "Forty Acres and a Mule." pp. 1-53 in *Being Black, Living in the Red: Race, Wealth, and Social Policy in America*. Berkeley, CA: University of California Press.

7. Shapiro, Thomas, Tatjana Meschede, and Sam Osoro. 2013. *The Roots of the Widening Racial Wealth Gap: Explaining the Black-White Economic Divide* Institute for Assets and Poverty: Research and Policy Brief. pp. 1-7.

Wealth: Inequality (Fri 9/11)

8. Keister, Lisa. 2014. "The One Percent." *Annual Review of Sociology* 40: 347-367.

Intergenerational Mobility (Mon 9/14)

9. Beller, Emily and Michael Hout. 2006. "Intergenerational Social Mobility: The United States in Comparative Perspective." *Future of Children* 16(2): 19-36.

10. Chetty, Raj, et al. 2015. *Economic Mobility*. pp. 55-60. Pathways: The Poverty and Inequality Report. Stanford Center for Poverty and Inequality.

Intergenerational Mobility (Wed 9/16)

11. Blau, Peter, Otis Dudley Duncan, and Andrea Tyree. "The Process of Stratification." Pp. 527-540 in *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender* (Second Edition), edited by David B. Grusky and Szonja Szelenyi. Boulder: Westview Press.

12. Butler, Stuart, William Beach, and Paul Winfree. 2008. *Pathways to Economic Mobility: Key Indicators*. Economic Mobility Project: Pew Charitable Trust. [SKIM]

Intragenerational Mobility (Fri 9/18)

13. Newman, Katherine. 1988. "The Downwardly Mobile Family." Pp. 95-143. In *Falling from Grace: The Experience of Downward Mobility in the American Middle Class*. New York: Free Press.

Race/Ethnicity (Mon 9/21)

14. Omi, Michael and Howard Winant. 2011. "Racial Formation in the United States: From the 1960s to the 1990s." Pp. 222-227 in *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender* (Second Edition), edited by David B. Grusky and Szonja Szelenyi. Boulder: Westview Press.

15. Fischer, Claude, Michael Hout, and Aliya Saperstein. 2006. "Where Americans Came From: Race, Immigration, and Ancestry." Pp. 23-56 in *Century of Difference: Diversity and Unity Among Americans, 1900-2000*. New York: Russell Sage Foundation.

Race/Ethnicity (Wed 9/23) and (Fri 9/25)

FILM: Race - The Power of an Illusion

Gender (Mon 9/28) and (Wed 9/30)

16. Lorber, Judith. 2011. "The Social Construction of Gender" Pp. 318-325 in *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender* (Second Edition), edited by David B. Grusky and Szonja Szelenyi. Boulder: Westview Press.

17. Ridgeway, Cecilia. 2011. "The Puzzle of Persistence." Pp. 3-31 in *Framed by Gender: How Gender Inequality Persists in the Modern World*. New York: Oxford University Press.

18. Fuchs Epstein, Cynthia. 1999. "Similarity and Difference: The Sociology of Gender Distinctions." (Pp. 45-61), In *The Handbook of the Sociology of Gender*. Ed. Janet S. Chafetz. New York: Kluwer.

Institutions of Inequality and Mobility

The Family

Family Structure: Trends and Inequalities (Fri 10/2)

19. Cherlin, Andrew. 2005. "American Marriage in the Early Twenty-First Century." *Future of Children* 15(2): 33-55.

Family Structure: Explanations for Change (Mon 10/5)

20. Edin, Kathryn and Maria Kefalas. 2005. "Conclusion: Making Sense of Single Motherhood." Pp. 187-220 in *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley: University of California Press.

21. DeParle, Jason. 2012. "Two Classes, Divided by 'I Do'." *The New York Times* July 14, 2012.

Family Structure: Effects on Wellbeing (Wed 10/7)

22. Sigle-Rushton, Wendy and Sara McLanahan. 2004. "Father Absence and Child Wellbeing: A Critical Review." Pp. 116-155 in *The Future of The Family* edited by Daniel Moynihan, Timothy Smeeding, and Lee Rainwater. New York: Russell Sage Foundation.

Parenting and Class (Fri 10/9)

23. Sherman, Jennifer and Elizabeth Harris. 2012. "Social Class and Parenting: Classic Debates and New Understandings." *Sociology Compass* 6(1): 60-71.

24. Kalil, Ariel, Rebecca Ryan, and Michael Corey. 2012. "Diverging Destinies: Maternal Education and the Developmental Gradient in Time With Children." *Demography* 49:1361-1383.

Parenting, Class, and Culture (Mon 10/12)

25. Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67(5): 747-776.

Mid-Term Exam

Review Session for Mid-Term (Wed 10/14)

In Class Mid-Term Exam (Fri 10/16)

Institutions of Inequality and Mobility Cont...

Neighborhoods

Neighborhoods: Segregation (Mon 10/19)

26. Massey, Douglas and Nancy Denton. 1993. "The Construction of the Ghetto" and "The Persistence of the Ghetto." Pp. 17-82 in *American Apartheid: Segregation and the Making of the Underclass*. Cambridge: Harvard University Press.

27. Farley, Reynolds. 2011. "The Waning of American Apartheid?" *Contexts*. Summer: 36-43.

Neighborhoods: Contextual Effects and Mechanisms (Wed 10/21)

28. Wilson, William Julius. 1990. "Social Change and Social Dislocations in the Inner City." Pp. 20 - 62 in *The Truly Disadvantaged: The Inner City, The Underclass, and Public Policy*. Chicago: University of Chicago Press.

29. Anderson, Elijah. 1999. "Introduction." Pp 15-34 in *The Code of the Street* New York: Norton.

Neighborhoods: Mechanisms and Interventions (Fri 10/23)

30. Peibly, Anne and Narayan Sastry. 2004. "Neighborhoods, Poverty, and Children's Well-Being." Pp. 119-145 in *Social Inequality* edited by Kathryn Neckerman. New York: Russell Sage Foundation Press.

31. Rothwell, Jonathan. 2015. "Sociology's Revenge: Moving to Opportunity (MTO) Revisited." Brookings Institution: Social Mobility Memos.

Schools and Higher Education

Achievement Gaps (Mon 10/26)

32. Reardon, Sean. 2014. "National Report Card on Education." *Stanford Center on Poverty and Inequality*.

School Inequality (Wed 10/28)

33. Kozol, Jonathan. 1991. "Other People's Children." Pp. 40-82 in *Savage Inequalities*. New York: Crown Publishers.

34. Phillips, Meredith and Tiffani Chin. 2004. "School Inequality: What Do We Know?" Pp. 467-510 in *Social Inequality* edited by Kathryn Neckerman. New York: Russell Sage Foundation Press.

Family Background and Early Intervention (Fri 10/30)

35. Heckman, James. 2006. "Skill Formation and the Economics of Investing in Disadvantaged Children." *Science* 312: 1900-1902.

Inequality in Higher Education (Mon 11/2)

36. Bailey, Martha J. and Susan M. Dynarski. 2011. "Inequality in Postsecondary Education." Pp. 117-131 In *Whither Opportunity: Rising Inequality, Schools, and Children's Life Chances*. New York: Russell Sage Foundation.

37. Stevens, Mitchell. 2007. "Decisions." Pp. 184-227 in *Creating a Class: College Admissions and the Education of Elites*. Cambridge: Harvard University Press.

The Effects of Higher Education (Wed 11/4)

38. Hout, Michael. 2012. "Social and Economic Returns to College Education in the United States." *Annual Review of Sociology* 38: 379-400.

The Costs of and Returns to Higher Education (Fri 11/6)

39. Gale, William, et al. 2014. *Student Loans Rising An Overview of Causes, Consequences, and Policy Options*. Pp. 1-10. Washington DC: Brookings Institution.

Work and Employment

Low-Wage and Insecure Work (Mon 11/9)

40. Fligstein, Neil and Taek-Jin Shin. 2004. "The Shareholder Value Society: A Review of the Changes in Working Conditions and Inequality in the United States, 1976 to 2000." Pp. 401-432 in *Social Inequality* edited by Kathryn Neckerman. New York: Russell Sage Foundation Press.

41. Kalleberg, Arne. 2008. "Precarious Work, Insecure Workers: Employment Relations in Transition." *American Sociological Review* 74: 1-22.

42. Kantor, Jodi. 2014. "Working Anything but 9 to 5." *New York Times* August 13, 2014. <http://www.nytimes.com/interactive/2014/08/13/us/starbucks-workers-scheduling-hours.html>

Veteran's Day - No Class (Wed 11/11)

Low-Wage and Insecure Work (Fri 11/13)

FILM: Waging a Living

Gender Pay Gap (Mon 11/16)

43. Stone, Pamela. 2011. "Getting to Equal: Progress, Pitfalls, and Policy Solutions on the Road to Gender Parity in the Workplace." Pp. 337-344 in *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender* (Second Edition), edited by David B. Grusky and Szonja Szelenyi. Boulder: Westview Press.

44. England, Paula. 2005. "Gender Inequality in Labor Markets: The Role of Motherhood and Segregation." *Social Politics* 12(2): 264-288.

Gender Pay Gap: Segregation (Wed 11/18)

45. Peterson, Trond and Laurie Morgan. "The Within-Job Gender Wage Gap." Pp. 412-420 in *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender* (Second Edition), edited by David B. Grusky and Szonja Szelenyi. Boulder: Westview.

46. Hegewisch, Ariane and Heidi Hartmann. 2014. "Occupational Segregation and the Gender Wage Gap: A Job Half Done." (pp. 11 - 20). Institute for Women's Policy Research.

47. Williams, Christine. 1992. "The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions." *Social Problems* 39(3): 253-267.

Gender Pay Gap: Motherhood (Fri 11/20)

48. Corell, Shelley, Stephen Benard, and In Paik. 2011. "Getting a Job: Is There a Motherhood Penalty?" Pp. 365-377 in *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender* (Second Edition), edited by David B. Grusky and Szonja Szelenyi. Boulder: Westview Press.

Housework (Mon 11/23)

49. Lachance-Grzela, Mylene and Genevieve Bouchard. 2010. "Why Do Women Do the Lion's Share of Housework? A Decade of Research." *Sex Roles* 63: 767-780.

50. Hochschild, Arlie. 1989. "Men Who Do and Men Who Don't" Pp. 216-238 in *The Second Shift*. New York: Viking.

Thanksgiving - No Class (Wed 11/25) and (Fri 11/27)

Incarceration

Mass Incarceration: Contours (Mon 11/30)

51. Western, Bruce. 2006. Pp. 11-66 in *Punishment and Inequality in America*. New York: Russell Sage Foundation.

Mass Incarceration: Causes (Wed 12/2)

51. Western, Bruce. 2006. Pp. 11-66 in *Punishment and Inequality in America*. New York: Russell Sage Foundation.

Mass Incarceration: Consequences (Fri 12/4)

52. Alexander, Michelle. 2011. "The Cruel Hand." pp. 137-156 in *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.

53. Uggen, Christopher and Suzy McElrath. 2014. "Parental Incarceration: What We Know and Where we Need to Go." *The Journal of Criminal Law & Criminology* 104(3): 597-604.
54. Pager, Devah. 2004. "The Mark of a Criminal Record." *Focus* 23(2): 44-46.
55. Gelb, Adam. 2015. "State Criminal Justice Reforms Build the Case for Data-Driven Federal Legislation." Pew Charitable Trusts: Research & Analysis.

RRR Week

No Class (Mon 12/7)

Review Session (Wed 12/9)

No Class (Fri 12/11)

Final Exam (Mon 12/14)