

# Social Inequalities (Sociology 130) Spring 2018

## **Professor Daniel Schneider**

Office: Barrows Hall 480

Email: [djschneider@berkeley.edu](mailto:djschneider@berkeley.edu)

Class: Monday, Wednesday, and Friday 10AM - 11AM, 160 Kroeber Hall

Section: Once per week on Wednesdays (either 8-9; 9-10; 11-12; or 12-1PM) (all 475 Barrows)

Office Hours: Mondays 11:30AM -1:30PM ([Sign-up](#))

Course Website:

## **Graduate Student Instructors**

Trinel Torian

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Veronique Irwin

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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 have been assembled in a reader which can be purchased from Copy Central ([2576 Bancroft](#)). A copy of the reader is also on reserve at Moffitt Library. All of the readings are also 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, Trinel Torian and Veronique Irwin. 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 successfully conduct a neighborhood observation, and how to effectively navigate and use the Jupyter notebooks that will contain and summarize that data. 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 Wednesday, March 7th 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 Tuesday, May 8th from 3PM-6PM (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.

### **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.

Questionnaire Due: In Section, Wednesday, February 7th

Transcript Due: In Section, Wednesday, February 28th

Paper Due: In Class, Friday, March 16th

## Neighborhoods Paper

In the second half of the course, following the mid-term, we will embark on an exciting new project that draws on field observation and data science to explore neighborhood stratification and neighborhood effects in the East Bay. This project incorporates a “data science module” built and supported by the Berkeley Institute for Data Science which will make it possible for our class will build a dataset of local neighborhoods based on collective fieldwork that we will use and map along with census data to discover and analyze social patterns in local neighborhoods. This project will be broken down into several steps. First, you will be assigned to a census tract in the East Bay which you will visit to record video and photographs, write field notes, and conduct a structured social observation. You will write-up your field notes and upload your data to an online form. Then, we will work with a team through BIDS to aggregate and access the data that you all collect through Jupyter notebooks. Second, using the Jupyter notebooks, you will analyze the data and respond to a set of prompts to write a structured essay that integrates the data you and your classmates will collect with the material from the course.

The field notes, photos/videos, and SSO will be worth 10% 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.

Part I: Field notes, Photos/Video, SSO data Due: on bCourses, Friday, April 6th

Part II: Paper Due: In Barrows 410, Monday, April 30th (by 4pm)

## Key Assignment Due Dates

Assignment	% of Grade		Due Date
<i>Mobility Questionnaire</i>	–	Bring to Section	Wednesday, February 7th
Mobility Interview Transcript	3%	Bring to Section	Wednesday, February 28th
Mid-Term Exam	15%	In Class Exam	Wednesday, March 7th (10AM - 11AM)
Mobility Paper	20%	Due In Class	Friday, March 16th
Neighborhoods Part I	10%	Submit to bCourses	Friday, April 6th
Neighborhoods Part II	20%	Due in 410 Barrows	Monday, April 30th
Final Exam	22%	Location TBD	Tuesday, May 8th (3PM - 6PM)
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 dates as 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 (March 7th and May 8th). 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 Honesty<sup>1</sup>**

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 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

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<sup>1</sup>Text is adapted from the ASUC honor code guide.

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

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### Overview of the Course & Logistics (Wed 1/17)

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

## Dimensions of Socio-Economic Status

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### Occupation (Fri 1/19)

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 1/22)

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 1/24)

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.
5. Desmond, Matt. 2016. "Letter from Milwaukee: Forced Out." *The New Yorker*. <https://www.newyorker.com/magazine/2016/02/08/forced-out>

### Income: Inequality (Fri 1/26)

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

### Wealth: Black-White Gap (Mon 1/29)

7. 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.

8. 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 (Wed 1/31)

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

### **Intergenerational Mobility (Fri 2/1)**

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

11. Chetty, Raj, et al. 2017. "The fading American dream: Trends in absolute income mobility since 1940." *Science* 356 (6336): 398-406

### **Intergenerational Mobility (Mon 2/5)**

12. Blau, Peter, Otis Dudley Duncan, and Andrea Tyree. "The Process of Stratification." Pp. 527-540 in *The Inequality Reader* (Second Edition), edited by D.B. Grusky and S. Szelenyi. Boulder: Westview Press.

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

### **Intragenerational Mobility (Wed 2/7)**

14. 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 (Fri 2/9)**

FILM: Race - The Power of an Illusion

### **Race/Ethnicity (Mon 1/12)**

15. 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* (Second Edition), edited by D.B. Grusky and S. Szelenyi. Boulder: Westview Press.

16. 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.

### **Nativity and Legal Status Guest Lecture: Professor Irene Bloemraad (Wed 2/14)**

17. Dreby, Joanna. 2015. *Everyday Illegal: When Policies Undermine Immigrant Families*. Berkeley: University of California Press. Chapters 1 and 2.

18. Bloemraad, Irene, Kim Voss, and Fabiana Silva. 2017. "TITLE TBA." Working Paper.

### **Gender (Fri 2/16) and (Wed 2/21)**

19. Lorber, Judith. 2011. "The Social Construction of Gender" Pp. 318-325 in *The Inequality Reader* (Second Edition), edited by D.B. Grusky and S. Szelenyi. Boulder: Westview Press.

20. 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.

21. 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.

**President's Day - No Class (Mon 2/19)**

## Institutions of Inequality and Mobility

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### The Family

#### **Family Structure: Trends and Inequalities (Fri 2/23)**

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

#### **Family Structure: Explanations for Change (Mon 2/26)**

23. 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.

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

#### **Family Structure: Effects on Wellbeing (Wed 2/28)**

25. Sigle-Rushton, Wendy and Sara McLanahan. 2004. "Father Absence and Child Well-Being: 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 3/2)**

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

27. 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

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**Review Session for Mid-Term (Mon 3/5)**

**In Class Mid-Term Exam (Wed 3/7)**



# Institutions of Inequality and Mobility Cont...

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## Neighborhoods

### Neighborhoods: Segregation (Fri 3/9)

28. 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.

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

### Neighborhoods: Concentrated Poverty (Mon 3/12)

30. 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.

31. Anderson, Elijah. 1999. "Introduction." Pp 15-34 in *The Code of the Street City*: Publisher.

### Neighborhoods: Mechanisms and Interventions (Wed 3/14)

32. 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.

33. Sampson, Robert and Stephen Raudenbush. 2001. "Disorder in Urban Neighborhoods: Does it Lead to Crime?" Research in Brief, National Institute of Justice, U.S. Department of Justice.

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

## Schools and Higher Education

### Achievement Gaps and School Inequality (Fri 3/16)

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

36. Condrón, Dennis. 2009. "Social Class, School and Non-School Environments, and Black-/White Inequalities in Children's Learning." *American Sociological Review* 74: 683-708.

### Family Background and Early Intervention (Mon 3/19)

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

### **Inequality in Higher Education (Wed 3/21)**

38. 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.

39. 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 (Fri 3/23)**

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

### **Spring Break - No Class (Mon 3/26, Wed 3/28, Fri 3/30)**

### **The Costs of and Returns to Higher Education (Mon 4/2)**

41. 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**

### **Gender Pay Gap (Wed 4/4)**

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

### **Gender Pay Gap: Segregation (Fri 4/6)**

43. Goldin, Claudia and Cecilia Rouse. 2011. "Orchestrating Impartiality: The Impact of 'Blind' Auditions on Female Musicians." Pp. 351-364 in *The Inequality Reader* (Second Edition), edited by David B. Grusky and Szonja Szelenyi. Boulder: Westview Press.

44. Peterson, Trond and Laurie Morgan. "The Within Job Gender Wage Gap." Pp. 412-419 in *The Inequality Reader* (Second Edition), edited by David B. Grusky and Szonja Szelenyi. Boulder: Westview.

45. England, Paula. "Devaluation of the Pay of Comparable Male and Female Occupations." Pp. 421-426 in *The Inequality Reader* (Second Edition), edited by David B. Grusky and Szonja Szelenyi. Boulder: Westview.

### **Gender Pay Gap: Motherhood and Harassment (Mon 4/9)**

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

47. McLaughlin, Heather, Christopher Uggen, and Amy Blackstone. 2017. "The Economic and Career Effects of Sexual Harassment on Working Women." *Gender and Society* 131(3): 333-358.

### **Housework (Wed 4/11)**

48. 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.

### **Precarious Work (Fri 4/13)**

49. 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.

50. Kalleberg, Arne. 2011. *Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States, 1970s-2000s.* New York: Russell Sage Foundation Press. Chapters 1 and 2.

### **Low-Wage and Insecure Work (Mon 4/16)**

FILM: Waging a Living

### **Focus on Unstable and Unpredictable Work Schedules (Wed 4/18)**

51. 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>

52. Schneider, Daniel and Kristen Harknett. 2017. "How Work Schedules Affect Health and Wellbeing: The Mediating Roles of Economic Insecurity and Work-Life Conflict." Working Paper.

## **Incarceration**

### **Mass Incarceration: Contours (Fri 4/20)**

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

### **Mass Incarceration: Causes (Mon 4/23)**

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

### **Mass Incarceration: Consequences (Wed 4/25)**

54. 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.

55. 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.

56. Pager, Devah. 2004. "The Mark of a Criminal Record." *Focus* 23(2): 44-46.

57. Gelb, Adam. 2015. "State Criminal Justice Reforms Build the Case for Data-Driven Federal Legislation." Pew Charitable Trusts: Research & Analysis.

### **Conclusion (Fri 4/27)**

## **RRR Week**

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**No Class (Mon 4/30)**

**Review Session (Wed 5/2)**

**No Class (Fri 5/4)**

**Final Exam (Tue 5/8)**