

SOCIOLOGY 130 SOCIAL INEQUALITIES

Instructor: Professor Smith
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Office Hours: Tuesdays, 3-5p, 468 Barrows Hall

Online office hours sign-up: <http://www.wejoinin.com/sheets/vjrco>

COURSE OBJECTIVES

This course offers a survey of classical and contemporary conceptual and empirical sociological research on social inequality. We will examine debates about the forms, functions, and structures of social stratification, paying close attention to the major institutions that generate, maintain, and in some cases alter social inequalities over time; the processes through which inequality is produced; how traditional axes of difference—race, class, and gender—shape and are shaped by such processes; and the consequences of inequality, particularly in advanced capitalist societies like our own.

COURSE REQUIREMENTS

Final grades will be determined as follows:

50% TWO ANALYTIC PAPERS. Essays should be 7-8 pages in length; each is worth 25% of students' final grade and will be assessed based on how well students logically develop and support an argument, drawing from course lectures, assigned readings, and section discussions. Paper due dates are as follows:

- First paper assignment due: Friday, March 7th, 12pm
- Second paper assignment due: Monday, May 8th, 12pm

Please organize your time wisely as late papers will not be accepted under any circumstances.

**NOTE: Plagiarism is a very serious offense and will be treated as such. Any student suspected of plagiarizing will be investigated thoroughly and, if necessary, will be reported to the Office of Student Affairs for disposition. For more information about what plagiarism is and how to avoid it, please visit the following website:
<http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism>**

10% ATTENDANCE DURING LECTURE. Attendance during lecture is not optional; it's mandatory. I use lectures to both summarize key concepts in readings, but I also spend a considerable amount of time supplementing readings with insights from other studies, which often offer different perspectives than those provided in assigned readings. My lectures are interactive, and I use the conversations that emerge with students to enhance critical thinking skills, allowing you to make connections between important concepts that allow you to understand the material in deeper, more meaningful ways. Your own engagement in these discussions, either as participant or observer, will contribute to your own understanding of the concepts we will explore in the course. You are allowed three absences from lecture during the course of the semester. After those three absences, your attendance grade will begin to suffer. For every lecture missed after three, you will lose one percentage

point for your lecture attendance grade. At 13 absences you will receive no credit for lecture attendance.

20% WEEKLY QUIZZES. Students are expected to come to class each week having read assigned readings. Quizzes will be given every Monday at the start of class to test students' knowledge of the content of that week's readings. Students' two lowest quiz grades will be dropped before quiz averages are computed.

20% SECTION ATTENDANCE AND PARTICIPATION. Attendance and participation in discussion sections are mandatory. Students' final grades will reflect the extent and nature of their engagement in these weekly meetings. During discussion sections, GSIs will review assigned readings and use a variety of other activities, including section-specific assignments, to help students understand important concepts as well as how to apply them. Also, GSIs hold their own office hours. If students are finding it difficult to understand the material and/or complete assignments, they should seek help from their GSI immediately.

READING MATERIALS

Most of the assigned readings can be found on the course's bCourse page, to which all enrolled students have access. "On bCourse" distinguishes these reading assignments from assigned readings in required books that have been ordered for the class.

The following books can be purchase at the University Book Store:

- Dalton Conley, *The Pecking Order: A Bold New Look at How Family and Society Determine Who We Become*
- Kathryn Edin and Luke Shaefer, *\$2.00 a Day: Living on Almost Nothing in American*
- Arne Kalleberg, *Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States 1970s to 2000s*
- Patrick Sharkey, *Stuck in Place: Urban Neighborhoods and the End of Progress toward Racial Equality*
- Jennifer Silva, *Coming Up Short: Working-Class Adulthood in an Age of Uncertainty*
- Victor Rios, *Punished: Policing the Lives of Black and Latino Boys*

These books have also been placed on reserve in Moffitt Library, but given the limited amount of borrowing time allowed for reserved materials, and given the volume of students potentially interested, it makes the most sense to purchase them, when possible.

COURSE OUTLINE AND READINGS

FORMS, FUNCTIONS AND STRUCTURES OF STRATIFICATION

January 18th
Introduction to the Course

No required readings for this week.

January 23rd-25th

Sources of Stratification (both on bCourses)

Kingsley Davis and Wilbert Moore, "Some Principles of Stratification."
Melvin Tumin, "Some Principles of Stratification: A Critical Analysis."

January 30th-February 1st

Classical Theories of Class (all on bCourses)

Karl Marx, "Classes in Capitalism and Pre-Capitalism"
Max Weber, "Class, Status, and Party"

INEQUALITY-GENERATING SOCIAL INSTITUTIONS

The Family

February 6th-8th

Reproduction of Inequality **within** the Family

Dalton Conley's *The Pecking Order*, chapters 1, 3-6.

February 13th-15th

Reproduction of Inequality **between** Families

Annette Lareau, "Invisible Inequality: Social Class and Childrearing in Black Families and White Families," bCourses.

Neighborhoods

February 22nd

The Geography of Inequality

Patrick Sharkey, *Stuck in Place: Urban Neighborhoods and the End of Progress toward Racial Inequality*, chapters 1-4, 7.

Education

February 27th-March 1st

Schools and the Reproduction of Inequality (both on bCourses)

Samuel Bowles and Herbert Gintis, Chapter 1 and Part II, *Schooling in Capitalist America*.
Pierre Bourdieu, "Cultural Reproduction and Social Reproduction."

March 6th-8th
Educational Attainment and Individuals' Aspirations and Expectations

Jay MacLeod, *Ain't No Makin' It*, chapters 1-4 and 6-7, on bCourses.

Labor Market Institutions

March 13th-15th
The Changing Nature of Labor Market Opportunities

Arne Kalleberg, *Good Jobs, Bad Jobs*, chapters 1-2, 4-6, 10-11.

FIRST PAPER DUE: MARCH 17TH, NOON

March 20th-22nd
Labor Market Discrimination (both on bCourses)

Marianne Betrand and Sendhil Mullainathan, "Are Emily and Greg More Employable Than Lakisha and Jamal?"
Shelley Correll, Stephen Bernard, and In Paik, "Getting a Job: Is There a Motherhood Penalty?"

March 27th-29th
Spring Break

April 3rd-April 5th
The Welfare State

Kathryn Edin and Luke Shaeffer, *\$2.00 a Day: Living on Almost Nothing in America*, read whole.
Suzanne Mettler, "20,000 Leagues Under the State," *Washington Monthly*, on bCourses.

April 10th-12th
Mass Criminalization and Incarceration

Victor Rios, *Punished: Policing the Lives of Black and Latino Boys*, read Part I.

April 17th-19th
The Consequences of Criminal Justice Contact (both on bCourses)

Devah Pager, "The Mark of a Criminal Record," on bCourses.
Alexes Harris et al, "Drawing Blood from Stones: Legal Debt and Social Inequality in the Contemporary United States," on bCourses.

CONSEQUENCES OF STRATIFICATION

April 24th-26th

The Hidden Injuries of Class

Jennifer Silva, *Coming Up Short: Working-Class Adulthood in an Age of Uncertainty*, read chapters 1-2.

COURSE WRAP-UP

May 1st-3rd

Reading, Review, and Recitation Week

May 8th, 12pm

Final paper due