

University of Toronto
Soc 6013
Social Stratification
Fall 2008
Thursdays, 12-2pm, Room 41

Professor Robert Andersen

Office Hours: Tuesdays 1:30-3:00pm and by appointment (Room 372, 725 Spadina Ave.)

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1. Course Introduction

This course examines social and economic inequality in modern industrial societies. Emphasis is on stratification based on educational achievement and social class position, but other related sources of inequality, such as cultural capital and social capital, will also be examined. The interaction of these sources of inequality with gender, race, and ethnicity will also be examined. Finally, we will also explore topics such as social mobility, income inequality in cross-national perspective, and the effects of stratification on individual social and political attitudes and actions.

2. Course Requirements

Grades in this course will be based on three elements:

1. Weekly position papers (10%)
2. Weekly seminar participation (and moderating) (10%)
3. Seminar presentation (15%)
4. Final seminar paper (65%).

2.1. Weekly Position Papers (10 papers x 1 point 10%)

You are required to write 10 position papers on the required readings. The position papers are worth a total of 10 points. Each individual paper will not be graded, however—you will simply receive a single grade for satisfactorily completing the paper (i.e. if you meet the criteria for a position paper discussed below). The position papers are due at the **beginning of the class** that deals with the corresponding reading. **Late position papers will not be accepted.** If you satisfactorily complete all the position papers, and hand them in on time, you will receive 10 out of 10 for this portion of the course. If I think not enough effort has gone into a paper, you will receive a grade of 0

for that particular week. There are 11 weeks with required readings, meaning that **you have one week free from writing a position paper**. The decision as to which week you don't submit a position paper is yours.

Position papers **should not simply summarize the week's readings**. Instead, they should point out the essential findings of the required readings, draw connections with other issues and theoretical approaches (either discussed in the course earlier or in other courses you have taken in the past), and raise problems or questions that are meant to stimulate seminar discussion. Each paper should be between 1 1/2 and 2 pages in length (typed, double-spaced, 12-point font). Although you must hand in the position paper at the start of the class, you might find it useful to also keep a copy for yourself in case you want to consult it during the seminar discussion.

2.2. Weekly Seminar Participation (10%)

This course will only be successful if everyone participates in class, and thus **I will not go easy on participation grades**—if you don't participate regularly, you will get a poor grade. Opinion alone is not good enough, however. I expect you to draw on evidence from the required readings to support your arguments. I will also be looking for students to “think outside of the box” and give good logical arguments based on personal experience and previous education.

Aside from regular participation in weekly seminars, **each student will play the role of moderator on one occasion**. When moderating, you will be expected to briefly present the main points of the papers you were asked to discuss (paying particular attention to their differences and similarities), and to pose challenging questions related to the readings that **encourage debate**. Although the summary of the presentations should be **no more than 15 minutes in length**, you should make it your goal to keep discussion going for a much longer period afterwards (in other words, come prepared with a list of many questions). **The specific dates (and associated readings) that each person will moderate will be determined during the second seminar in September.**

2.3. Paper Presentation (15%)

The last week of the course will be reserved for seminar presentations. You will be given **15 minutes (no more than this—I will cut you off)** to present the highlights from your final seminar paper. You should take the presentation seriously, treating it as if it were a presentation at an academic conference. In other words, make sure it is well-organized, professionally presented, and stays within the 15 minutes that you are given. Although I don't expect your paper to be completely finished by this time, it should need little more than fine tuning and polishing. If the paper is not this far along, the presentation is likely to be weak (the likely consequences for the paper are the same).

2.4. Final Seminar Paper (65%)

You are expected to write a term paper on **one of the weekly topics shown in the course schedule below** (no substitutions). **You must clear the topic you will write on with me before October 16.** Although I expect you to write on one of the topics listed below, you should use many more sources (and cite them properly) than those

required for the course. You should also pay attention to the quality of the sources that you cite (in this regard, it is a safe bet to first search articles in the top-rated journals). The paper should be between 20 and 25 pages in length (typed, double-spaced, 12-point font). **It is just as important to keep the paper less than 25 pages as it is to ensure that you have more than 20 pages.** The paper should be written in a format acceptable for publication in a top academic journal (see the *Amer. J. Soc.*, *Amer. Soc. Rev.*, *Amer. J. Pol. Sci.* or *Amer. Pol. Sci. Rev.* for examples). More importantly, I expect the paper to be very polished, so don't leave it to start until the last minute.

The term paper is due on Tuesday, December 9th, 2008 in my office BEFORE 2pm. You must submit a hard copy of the paper. Unless there are exceptional circumstances, **late papers will not be accepted** (In other words, you will fail the course if the paper is not submitted on time).

3. Course Schedule and Required Readings

The course schedule below includes essay questions and required readings for each week. The readings are all available either in the stacks at the University libraries and on JSTOR. You can access JSTOR free of charge from the University libraries or from home using your U of T ID number and password:

<< https://login.library.utoronto.ca/cgi-bin/go_log.pl?url=http://www.jstor.org/search/>>

It is your responsibility to locate the readings. I will not provide them.

September 11: Course Introduction

No readings this week. We will make presentation assignments, however.

September 18: Classical Theories of Stratification

Barbalet, Jack M. 1980. "Principles of Stratification in Max Weber: An Interpretation and Critique," *The British Journal of Sociology*, 31(3): 401-418.

Cox, Oliver C. 1950. "Max Weber on Social Stratification: A Critique," *American Sociological Review*, 15: 223-227.

Davis, Kingsley and Wilbert E. Moore. 1945. "Some Principles of Stratification," *American Sociological Review*, 10: 242-249.

Marx, Karl and Frederick Engels. 1848. *The Communist Manifesto*. Available on-line at <<<http://www.anu.edu.au/polsci/marx/classics/manifesto.html>>>

Wrong, Dennis H. 1959. "The Functional Theory of Stratification: Some Neglected Considerations," *American Sociological Review*, 24:772-82.

Further suggested (not required) reading:

Marx, Karl. 1906. *Capital: A Critique of Political Economy*, Volume 1. New York: Modern library. [only Chapters 4, 6, 7 (Sec. 2), 9 (Secs. 1 and 3), and 10 (Sec. 1) and 11]

Weber, Max. 1968. *Economy and Society*. [only Volume 1, Chapters 2-4; Volume 2, Ch 9].

September 25: Social Class in Modern Societies

Grusky, David and J. Sorensen. 1998. "Can Class Analysis be Salvaged?" *American Journal of Sociology*, 103:1187-1234.

Myles, John and Adnan Turegun. 1994. "Comparative Studies in Class Structure," *Annual Review of Sociology*, 20: 103-24.

Pakulski, Jan and Malcolm Waters. 1996. "The Reshaping and Dissolution of Social Class in Advanced Society," *Theory and Society*, 25:667-91.

Wright, Erik Olin. 1996. "The Continuing Relevance of Class Analysis," *Theory and Society*, 25:697-716.

October 2: Education and Human Capital

Becker, Gary. 1993. "Nobel Lecture: The Economic Way of Looking at Behavior," *The Journal of Political Economy*, 101(3): 385-409.

Burris, Val. 1983. "The Social and Political Consequences of Overeducation." *American Sociological Review*, 48: 454-67.

Goldthorpe, John H. 1996. "Class Analysis and the Reorientation of Class Theory: the Case of Persisting Differentials in Educational Attainment," *British Journal of Sociology*, 47: 481-505.

Lucas, Samuel R. 2001. "Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects," *American Journal of Sociology*, 106:1642-90.

October 9: Social Capital

Carbonaro, William. 1998. "A Little Help From My Friend's Parents: Intergenerational Closure and Educational Outcomes," *Sociology of Education* 71: 295-313.

Coleman, James S. 1988. "Social Capital in the Creation of Human Capital," *American Journal of Sociology*, 94: s95-s120. (Supplement: Organizations and Institutions: Sociological and Economic Approaches to the Analysis of Social Structure.)

Granovetter, Mark. 1974. "The Strength of Weak Ties," *American Journal of Sociology*, 78: 1360-80.

Portes, Alejandro. 1998. "Social Capital: Its Origins and Applications in Modern Sociology," *Annual Review of Sociology*, 24: 1-24.

October 16: Cultural Capital

Erickson, Bonnie. 1996. "Culture, Class, and Connections," *American Journal of Sociology*, 102: 217-51.

DiMaggio, Paul. 1982. "Cultural Capital and School Success: The Impact of Status Culture Participation on the Grades of US High School Students," *American Sociological Review*, 47:189-201.

Kingston, Paul W. 2001. "The Unfulfilled Promise of Cultural Capital Theory," *Sociology of Education*, 74 (Extra Issue: Current of Thought: Sociology of Education at the Dawn of the 21st Century): 88-99.

Lamont, Michele and Annette Lareau. 1988. "Cultural Capital: Allusions, Gaps and Glissandos in Recent Theoretical Developments," *Sociological Theory*, 6(2): 153-168.

Further suggested (not required) reading:

Bourdieu, P. and J-C. Passeron. 1977. *Reproduction in Education, Society and Culture*. Translated by Richard Nice. London: Sage. (especially "Chapter 1: Cultural Capital and Pedagogic Communication").

DiMaggio, Paul and John Mohr. 1985. "Cultural Capital, Educational Attainment, and Marital Selection," *The American Journal of Sociology*, 90(6): 1231-1261.

October 23: Gender and Economic Inequality

Bernhardt, A., H. Morris and M. Handcock. 1995. "Women's Gains or Men's Losses? A Closer Look at the Shrinking Gender Gap," *American Journal of Sociology*, 101: 302-328.

Cohen, Philip N. and Matt L. Huffman. 2003. "Individuals, Jobs, and Labor Markets: The Devaluation of Women's Work," *American Sociological Review*, 68: 443-463.

Featherman, David and Robert Hauser. 1976. "Sexual Inequalities and Socioeconomic Achievement in the U.S., 1962-1973," *American Sociological Review*, 41: 462-83.

Wright, Erik O., Janeen Baxter and Gunn Elisabeth Birkelund. 1995. "The Gender Gap in Workplace Authority: A Cross-National Study," *American Sociological Review*, 60: 407-435.

October 30: Race, Ethnicity and National Identity

Bonacich, Edna. 1976. 'Advanced Capitalism and Black/White Relations in the United States: A Split Labor Market Interpretation,' *American Sociological Review*, 41: 34-51.

Cotter, David A., Joan M. Hermsen and Reeve Vanneman. 1999. "Systems of Gender, Race, and Class Inequality: Multilevel Analyses," *Social Forces*, 78(2): 433-460.

Hechter, M. 1978. "Group Formation and the Cultural Division of Labor," *American Journal of Sociology*, 84: 293-318.

Reitz, Jeffrey G. and Sherrilyn M. Sklar. 1997. "Culture, Race, and the Economic Assimilation of Immigrants," *Sociological Forum*, 12(2): 233-277.

November 6: Inequality and Health

Hughes, Michael and Melvin E. Thomas. 1998. "The Continuing Significance of Race Revisited: A Study of Race, Class, and Quality of Life in America, 1972 to 1996," *American Sociological Review*, 63: 785-795.

Link, Bruce G., Mary Clare Lennon and Bruce P. Dohrenwend. 1993. "Socioeconomic Status and Depression: The Role of Occupations Involving Direction, Control, and Planning," *American Journal of Sociology*, 98: 1351-1387.

Ross, Catherine E. and Chia-ling Wu. 1995. "The Links Between Education and Health," *American Sociological Review*, 60: 719-745.

Wheaton, Blair and Philippa Clarke. 2003. "Space Meets Time: Integrating Temporal and Contextual Influences on Mental Health in Early Adulthood," *American Sociological Review*, 68: 680-706.

November 13: Social Mobility

Wanner, Richard A. and Bernadette C. Hayes. 1996. "Intergenerational Occupational Mobility among Men in Canada and Australia," *Canadian Journal of Sociology*, 21: 43-76.

Breen, Richard. 1997. "Inequality, Economic Growth and Social Mobility," *The British Journal of Sociology*, 48: 429-49.

Goldthorpe, John H. 1985. "On Economic Development and Social Mobility," *The British Journal of Sociology*, 36: 549-73.

Western, Mark and Erik Olin Wright. 1994. "The Permeability of Class Boundaries to Intergenerational Mobility Among Men in the United States, Canada, Norway and Sweden," *American Sociological Review*, 59: 606-29.

November 20: Income Inequality in Cross-National Perspective

Bollen, Kenneth A. and Robert W. Jackman. 1985. "Political Democracy and the Size Distribution of Income," *American Sociological Review*, 50: 438-57.

Kelley, Jonathan and M. D. R. Evans. 1993. "The Legitimation of Inequality: Occupational Earnings in Nine Nations," *American Journal of Sociology*, 99: 75-125.

Korpi, Walter and Joakim Palme. 1998. "The Paradox of Redistribution and Strategies of Equality," *American Sociological Review*, 63: 661-87.

Nielsen, Francois. 1994. "Income Inequality and Industrial Development," *American Sociological Review*, 59: 654-77.

November 27: Economic Inequality, Attitudes and Politics

Brint, Steven. 1984. "New Class and Cumulative Trend Explanations of the Liberal Attitudes of Professionals," *American Journal of Sociology*, 90: 30-71.

DeGraaf, Nan Dirk, Paul Nieuwbeerta and Anthony Heath. 1995. "Class Mobility and Political Preferences: Individual and Contextual Effects," *American Journal of Sociology*, 100:997-1027.

Inglehart, Ronald. 1987. "Value change in industrial societies," *American Political Science Review*, 81: 1289-1303.

Manza, Jeff, Michael Hout and Clem Brooks. 1995. "Class Voting in Capitalist Democracies Since World War II: Dealignment, Realignment, or Trendless Fluctuation?" *Annual Review of Sociology*, 21:137-62.

December 4: Paper Presentations

I will determine the order of presentations after the topics have been chosen.