

Social Stratification: Class, Race and Gender Inequalities
Soc 542
Fall 2021

<i>Instructor:</i>	Alair MacLean Vancouver Multimedia Classroom (VMMC) Building 202H 360-546-9177 alair.maclea@wsu.edu Zoom: 353 482 1292
<i>Class times:</i>	Wednesday, 2:50-5:20
<i>Class location:</i>	Wilson-Short 201
<i>Office hours:</i>	Tuesday, Wednesday, 12-1pm, either by zoom or by phone, sign up for office hours at https://www.wejoinin.com/sheets/vxvxn (or by appointment)

I. Course Overview: This seminar will provide students with an overview of the literature on social stratification. The course is oriented toward helping students who would like to conduct research in the sociological areas of stratification, inequality, and mobility. During the class, we will read literature on a wide variety of topics, including those in the title of the course, and also ranging from theory and methods to families and education. The objectives of the course are to:

- Explore many of the topics evaluated by scholars of stratification;
- Apply strategies for reading and organizing sociological research and theory;
- Develop different approaches to writing reviews of the literature, which can be used in responding to exam questions and in writing research articles; and
- Identify potential gaps in the existing literature that can lead to research questions.

II. Course Readings:

Required

Becker, Howard Saul and Pamela Richards. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press.

Case, Anne and Angus Deaton. 2020. *Deaths of Despair and the Future of Capitalism*. Princeton: Princeton University Press.

Grusky, David B. and Katherine R. Weisshaar. 2014. *Social stratification: Class, race, and gender in sociological perspective*. Boulder, CO: Westview Press.

Sherman, Jennifer. 2021. *Dividing Paradise: Rural Inequality and the Diminishing American Dream*. Oakland, California: University of California Press.

Other articles are noted in the schedule and are available through jstor, which you can access on the class web-site on Canvas. (Instructions for how to do so are also posted on Canvas.)

Recommended

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research*. Chicago: University of Chicago Press.

Williams, Joseph M. and Gregory G. Colomb. 2010. *Style: Lessons in Clarity and Grace*. Boston: Longman.

Learning goals

WSU Learning Goals of the Baccalaureate	Student Learning Outcomes: At the end of this course, students should be able to:	Course Topics/Dates The following topic(s)/dates(s) will address this outcome:	Evaluation of Outcome: This outcome will be evaluated primarily by:
Diversity	Understand, analyze, critique inequality along the dimensions of class, race, and/or gender	All substantive course sessions will advance this goal	Class participation, the assignments contributing to the final research paper
Information Literacy	Locate, categorize, critique, and evaluate sources of information	Introduction; Weeks 2-6	All assignments, but especially proposal and final paper
Critical and Creative Thinking	Contextualize, discuss, and compare key scholars, findings, and theories in sociology	All substantive course sessions will advance this goal	Essays during the semester, final paper
Communication	Create, tailor, and present scientifically based messages to the proper audience	Different weeks depending on student choice	Class participation, student coordination of two sessions during semester
Writing	Communicate through writing comprehension of assigned reading materials	Different weeks depending on student choice	Essays during the semester, Final paper
Quantitative Reasoning	Draw appropriate conclusions based on the quantitative analysis and presentation of social science data	Introduction; Weeks 2-6	Proposal, rough, final draft paper
Depth, Breadth and Integration of Learning	Demonstrate the ability to integrate history, methods, and concepts of sociology to produce theoretically grounded empirical research	All class sessions	Essays during the semester, class participation, final paper

III. Course requirements and grades:

This is a graduate seminar examining research and theory on the topic of social stratification, and has three categories of requirements, those expected for: 1) every class, 2) two classes that you choose during the semester, and 3) a final project.

1) For every class, you will be expected to a) read the assigned readings before the seminar and b) participate constructively during the seminar. These requirements should be self-explanatory and constitute 10 percent of your grade.

In general, I have tried to assign approximately 100 pages or 4-6 articles per class meeting. For approximately half of the class sessions, we will read excerpts from the “Grusky reader.” Do not be intimidated by the number of readings! There are a lot of discrete readings because most of these excerpts are quite short. During seminar, we will not be exploring each of these readings in great detail. Instead, you should think about what the excerpts as a whole say about the week’s topic as a debate or conversation among scholars.

For week 15, we will be reading the book *Dividing Paradise*. While we will discuss the entirety of the book, each student will be assigned to focus on one approximately 100-page section. The students who have read that section will take the lead in presenting the over-all conclusions and details to their classmates.

2) For two seminars during the semester, you will be expected to a) prepare and distribute essays to your fellow classmates that comment on the week’s readings and b) facilitate discussion during the seminar. At the first meeting of the semester, you will choose the weeks for which you want to prepare essays and facilitate class discussion. The essays will be structured along the lines of essays that you would read in the *Sociology Compass*. In the essays, you should use the assigned readings as the beginning of your search for other readings that will help you write the essay. Do **not** simply summarize the readings. You should post your essays to Canvas by Monday evening before the specified class. With regard to leading the seminar, you should be prepared to give an overview of the essay that you posted and then have prepared several questions that you will use to facilitate discussion. These requirements constitute 30 percent of your grade. NB: You should plan to facilitate the class session without showing a video.

3) During the semester you will conduct research on the topic of social stratification resulting in either: a) a 15- to 20-page research paper; or b) a 15- to 20-page research proposal for research you plan to conduct. In both cases, you will need to submit a rough outline detailing your topic and plan by the beginning of class on Wednesday, October 6. In all cases, you should hand in either the paper or proposal by the end of the final exam period for this class. This final project constitutes 60 percent of your grade.

V. Course Expectations and Guidelines

Expectations for Student Effort

“For each hour of lecture equivalent, students should expect to have a minimum of two hours of work outside class.”

Attendance and Make-up Policy

This is a graduate course. You are expected to attend all course sessions. That said, attendance will not directly influence your final course grade.

COVID-19 Policy

“Per the proclamation of Governor Inslee on August 18, 2021, masks that cover both the nose and mouth must be worn by all people over the age of five while indoors in public spaces. This includes all WSU owned and operated facilities. The state-wide mask mandate goes into effect on Monday, August 23, 2021, and will be effective until further notice.”

“Public health directives may be adjusted throughout the year to respond to the evolving COVID-19 pandemic. Directives may include, but are not limited to, compliance with WSU’s COVID-19 vaccination policy, wearing a cloth face covering, physically distancing, and sanitizing common-use spaces. All current COVID-19 related university policies and public health directives are located at <https://wsu.edu/covid-19/>. Students who choose not to comply with these directives may be required to leave the classroom; in egregious or repetitive cases, student non-compliance may be referred to the Center for Community Standards for action under the Standards of Conduct for Students.”

Academic Honesty and Plagiarism

University policy states that: “All members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Students are responsible for understanding the full [Academic Integrity Statement](#). Students who violate WSU’s Academic Integrity Policy (identified in WAC 504-26-010(3) and -404) will receive ***an F for the course***, will not have the option to withdraw from the course pending an appeal, and will be reported to the Center for Community Standards. If you have any questions about what is and is not allowed in this course, ask your course instructor.”

For the purposes of this class, violations of academic integrity include (but are not limited to):

- Copying words from another source without properly indicating that they are someone else’s by the use of quotation marks (even if the source is cited);
- Slightly changing or re-ordering words from another source, in other words, improperly paraphrasing (even if the source is cited);
- Copying ideas or words from another source without properly citing them;
- Submitting the same paper for credit in more than one course;
- Submitting material written by someone else as your own;
- Allowing someone else to submit your work as their own.

I take violations of this policy very seriously. Therefore, any student who violates these standards ON ANY ASSIGNMENT OR EXAM THAT IS SUBMITTED FOR CREDIT will receive an F for the course. For a very concise discussion of how to avoid plagiarizing when paraphrasing, read *The Craft of Research* section on “inadvertent plagiarism” (pp. 191-5 in my copy, but different pages in other editions). If you have any questions about any of this, please bring it up for discussion with the class or privately with me during office hours or through email. We can all benefit from more discussion of this topic.

Students with Disabilities:

“Reasonable accommodations are available for students with documented disabilities or chronic medical or psychological conditions. If you have such a condition and need accommodations to fully participate in this class, please visit your campus’ Access Center/Services website to follow published procedures to request accommodations. Students may also contact their campus offices to schedule an appointment with a Disability Specialist. All disability related accommodations are to be approved through the Access Center/Services on your campus. It is a university expectation that students connect with instructors (via email, Zoom, or in person) to discuss logistics within two weeks after they have officially requested their accommodations.”

“For more information, contact a Disability Specialist on the Pullman campus: 509-335-3417 [Access Center](https://www.accesscenter.wsu.edu) (<https://www.accesscenter.wsu.edu>) or email at access.center@wsu.edu”

Accommodation for Religious Observances or Activities

“Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized activities conducted under the auspices of a religious denomination, church, or religious organization. Reasonable accommodation requires the student to coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104 – Academic Complaint Procedures.”

Emergency Notification System

“Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI’s Run, Hide, Fight video and visit the classroom safety page <https://provost.wsu.edu/classroom-safety/>.”

Technology policy

Research has shown that high levels of multi-tasking are bad for focus and concentration. In addition, students who use keyboards during class have been shown to learn less than those who do not. More recent work has shown that even the presence of gadgets is distracting for both the owners and the people around them. My own experience has been that the classroom environment is greatly improved by removing individual keyboards and screens.

For a recent review of the research, as well as experimental demonstration of these issues, read: Mueller, Pam A. and Daniel M. Oppenheimer. 2014. "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking." *Psychological Science* 25 (6):1159-1168.

For the distractions posed by cell-phones to yourself and others, read: Ward, Adrian F., Kristen Duke, Ayelet Gneezy, and Maarten W. Bos. 2017. "Brain Drain: The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity." *Journal of the Association of Consumer Research* 2 (2): 140-154.

For these reasons, we will have a no technology policy (unless you have a documented disability) for this class. This policy means no cell-phones or computers are to be used during class-time. These items should be put away and not left out on the desk unless you are expecting to be contacted in case of an emergency or are using the device to access the textbook.

University Dates and Deadlines: <http://registrar.wsu.edu/academic-calendar/>

Miscellaneous course norms

No eating and drinking during class.

VI. Preliminary Schedule of Readings

These readings are subject to change. Note that the readings that are not in the assigned books can be accessed through jstor. See link explaining how to access journal articles on Angel.

Week 1 Class and writing

- Case and Deaton. Deaths of Despair and the Future of Capitalism. Pp. 1-70 in Case and Deaton.
- Becker and Richards. Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article. Pp. Ch. 1-2, 5-6 in Becker.

Week 2 Theories

- Davis and Moore. Some Principles of Stratification. Pp. 28-30 in Grusky.
- Tumin. Some Principles of Stratification: A Critical Analysis. Pp. 31-38 in Grusky.
- Fischer, Hout, Jankowski, Lucas, Swidler, and Voss. Inequality by Design. Pp. 39-42 in Grusky.
- Marx. Alienation and Social Classes, Classes in Capitalism and Pre-Capitalism, and Ideology and Class. Pp. 127-142 in Grusky.
- Dahrendorf. Class and Class Conflict in Industrial Society. Pp. 143-149 in Grusky.
- Wright. A General Framework for the Analysis of Class Structure. Pp. 149-161 in Grusky.
- Wallerstein. Class Conflict in the Capitalist World Economy. Pp. 162-164 in Grusky.
- Weber. Class, Status, Party; Status Groups and Classes; and Open and Closed Relationships. Pp. 165-182 in Grusky.
- Giddens. The Class Structure of the Advanced Societies. Pp. 183-192 in Grusky.
- Parkin. Marxism and Class Theory: A Bourgeois Critique. Pp. 193-201 in Grusky.
- Durkheim. The Division of Labor in Society. Pp. 217-222 in Grusky.
- Weeden and Grusky. Class and Class Conflict in Industrial Society. Pp. 222-232 in Grusky.

Optional:

- Grusky and Weisshaar. The Questions We Ask About Inequality. Pp. 1-16 in Grusky.
- Grusky and Széleányi. The Stories We Tell About Inequality. Pp. 17-25 in Grusky.

Week 3 Status attainment

- Blau, Duncan, and Tyree. The Process of Stratification. Pp. 506-517 in Grusky.
- Jencks, Smith, Acland, Bane, Cohen, Gintis, Heyns, and Michelson. Inequality: A Reassessment of the Effect of Family and Schooling in America. Pp. 517-523 in Grusky.
- Sewell, Haller, and Portes. The Educational and Early Occupational Attainment Process. Pp. 596-607 in Grusky.
- MacLeod. Ain't No Makin' It: Leveled Aspirations in a Low-Income Neighborhood. Pp. 608-621 in Grusky.
- Morgan. A New Social Psychological Model of Educational Attainment. Pp. 621-628 in Grusky.
- Granovetter. The Strength of Weak Ties. Pp. 653-657 in Grusky.
- Lin. Social Networks and Status Attainment. Pp. 657-659 in Grusky.
- Burt. Structural Holes. Pp. 659-663 in Grusky.
- Breen and Goldthorpe. Explaining Educational Differentials: Towards a Formal Rational Action Theory. Pp. 524-535 in Grusky.
- Fernandez and Fernandez-Mateo. Networks, Race, and Hiring. Pp. 663-671 in Grusky.

Week 4 Inter-generational Mobility

- Featherman and Hauser. A Refined Model of Occupational Mobility. Pp. 443-453 in Grusky.
- Erikson and Goldthorpe. Trends in Class Mobility: The Post-War European Experience. Pp. 453-464 in Grusky.
- Breen. Social Mobility in Europe. Pp. 464-479 in Grusky.
- Jonsson, Grusky, Di Carlo, and Pollak. It's a Decent Bet That Our Children Will Be Professors Too. Pp. 480-495 in Grusky.
- Solon. Intergenerational Income Mobility. Pp. 496-501 in Grusky.
- Hout. More Universalism, Less Structural Mobility: The American Occupational Structure in the 1980s. Pp. 1358-1400 in AJS.

Optional:

- Bowles and Gintis. The Inheritance of Inequality. Pp. 3-30 in JEP.

Intra-generational mobility:

- Spilerman. Careers, Labor Market Structure, and Socioeconomic Achievement. Pp. 551-593 in AJS.
- Logan. Opportunity and Choice in Socially Structured Labor Markets. Pp. 114-160 in AJS.
- DiPrete and Eirich. Cumulative Advantage as a Mechanism for Inequality: A Review of Theoretical and Empirical Developments. Pp. 271-297 in ARS.
- DiPrete. Life Course Risks, Mobility Regimes, and Mobility Consequences: A Comparison of Sweden, Germany, and the United States. Pp. 267-309 in AJS.
- Western. The Impact of Incarceration on Wage Mobility and Inequality. Pp. 526-546 in ASR.

Week 5 Methods

- Mouw. Estimating the Causal Effect of Social Capital: A Review of Recent Research. Pp. 79-102 in ARS.
- Clampet-Lundquist and Massey. Neighborhood Effects on Economic Self-Sufficiency: A Reconsideration of the Moving to Opportunity Experiment. Pp. 107-143 in AJS.
- Ludwig, Liebman, Kling, Duncan, Katz, Kessler, and Sanbonmatsu. What Can We Learn About Neighborhood Effects from the Moving to Opportunity Experiment? Pp. 144-188 in AJS.
- Sampson. Moving to Inequality: Neighborhood Effects and Experiments Meet Social Structure. Pp. 189-231 in AJS.
- Bryan and Jenkins. Multilevel Modelling of Country Effects: A Cautionary Tale. Pp. 3-22 in ESR.

Optional:

- Angrist and Pischke. Mostly Harmless Econometrics: An Empiricist's Companion. Pp. 373 in Angrist and Pischke.
- Morgan and Winship. Counterfactuals and Causal Inference: Methods and Principles for Social Research. Pp. 319 in Book.
- Harding. Counterfactual Models of Neighborhood Effects: The Effect of Neighborhood Poverty on Dropping out and Teenage Pregnancy. Pp. 676-719 in AJS.
- Halaby. Panel Models in Sociological Research: Theory into Practice. Pp. 507-544 in ARS.

Week 6 Families

- Avery and Rendall. Lifetime Inheritances of Three Generations of Whites and Blacks. Pp. 1300-1346 in AJS.
- Sweeney. Two Decades of Family Change: The Shifting Economic Foundations of Marriage. Pp. 132-147 in ASR.
- McLanahan and Percheski. Family Structure and the Reproduction of Inequalities. Pp. 257-276 in ARS.
- Western, Bloome, and Percheski. Inequality among American Families with Children, 1975 to 2005. Pp. 903-920 in ASR.
- Schwartz and Han. The Reversal of the Gender Gap in Education and Trends in Marital Dissolution. Pp. 605-629 in.

Optional (family):

- Hauser and Sewell. Birth Order and Educational Attainment in Full Sibships. Pp. 1-23 in AERJ.
- Biblarz and Raftery. Family Structure, Educational Attainment, and Socioeconomic Success: Rethinking the "Pathology of Matriarchy". Pp. 321-365 in AJS.
- Guo and VanWey. Sibship Size and Intellectual Development: Is the Relationship Causal? Pp. 169-187 in ASR.
- Mare. Five Decades of Educational Assortative Mating. Pp. 15-32 in ASR.
- Oppenheimer. A Theory of Marriage Timing. Pp. 563-591 in AJS.
- Warren and Hauser. Social Stratification across Three Generations: New Evidence from the Wisconsin Longitudinal Study. Pp. 561-572 in ASR.

Week 7 Education

- Lucas. Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects. Pp. 1642-1690 in AJS.
- Elman and O'Rand. The Race Is to the Swift: Socioeconomic Origins, Adult Education, and Wage Attainment. Pp. 123-160 in AJS.
- Buchmann and DiPrete. The Growing Female Advantage in College Completion: The Role of Family Background and Academic Achievement. Pp. 515-541 in ASR.
- Brand and Xie. Who Benefits Most from College? Evidence for Negative Selection in Heterogeneous Economic Returns to Higher Education. Pp. 273-302 in ASR.
- Perry and Morris. Suspending Progress: Collateral Consequences of Exclusionary Punishment in Public Schools. Pp. 1067-1087 in.

Optional:

- Raftery and Hout. Maximally Maintained Inequality: Expansion, Reform, and Opportunity in Irish Education, 1921-75. Pp. 41-62 in Soc of Ed.
- Becker. Investment in Human Capital. Pp. sup 9-49 in JPE.
- Mare. Change and Stability in Educational Stratification. Pp. 72-87 in ASR.
- Gamoran and Mare. Secondary School Tracking and Educational Inequality: Compensation, Reinforcement, or Neutrality? Pp. 1146-1183 in AJS.
- Hauser and Andrew. Another Look at the Stratification of Educational Transitions: The Logistic Response Model with Partial Proportionality Constraints. Pp. 1-26 in S. Method.
- Mare. Response: Statistical Models of Educational Stratification - Hauser and Andrew's Models for School Transitions. Pp. 27-37 in S. Method.

Week 8 Race

- Anderson. "The White Space". Pp. in SRE.
- Omi and Winant. Racial Formation in the United States. Pp. 682-7 in Grusky.
- Saperstein and Penner. The Dynamics of Racial Fluidity and Inequality. Pp. 687-695 in Grusky.
- Portes and Manning. The Immigrant Enclave: Theory and Empirical Examples. Pp. 710-721 in Grusky.
- Portes and Zhou. The New Second Generation: Segmented Assimilation and Its Variants. Pp. 729-740 in Grusky.
- Bertrand and Mullainathan. Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination. Pp. 747-751 in Grusky.
- Steele. Stereotype Threat. Pp. 752-756 in Grusky.
- Wilson. The Declining Significance of Race: Blacks and Changing American Institutions; Revisited and Revised. Pp. 765-779 in Grusky.
- Frank, Akresh, and Lu. How Do Latino Immigrants Fit into the Racial Order. Pp. 780-787 in Grusky.
- Qian and Lichter. Are Recent Trends in Intermarriage Consistent with Assimilation Theory? Pp. 788-802 in Grusky.

Optional:

- Bonacich. A Theory of Ethnic Antagonism: The Split Labor Market. Pp. 696-709 in Grusky.
- Alba and Nee. Assimilation Theory for an Era of Unprecedented Diversity. Pp. 721-729 in Grusky.
- Jiménez. Why Replenishment Strengthens Racial and Ethnic Boundaries. Pp. 740-747 in Grusky.

Week 9 Gender

- Hochschild. The Time Bind: When Work Becomes Home and Home Becomes Work. Pp. 803-807 in Grusky.
- Belkin. The Opt-out Revolution. Pp. 807-811 in Grusky.
- Percheski. Opting Out? Pp. 811-819 in Grusky.
- Goldin and Rouse. Orchestrating Impartiality: The Impact of "Blind Auditions on Female Musicians. Pp. 820-831 in Grusky.
- Correll, Benard, and Paik. Getting a Job: Is There a Motherhood Penalty? Pp. 831-842 in Grusky.
- Tilcsik. Do Openly Gay Men Experience Employment Discrimination? Pp. 842-848 in Grusky.
- Bielby. The Structure and Process of Sex Segregation. Pp. 865-875 in Grusky.
- Jacobs. Revolving Doors: Sex Segregation and Women's Careers. Pp. 876-880 in Grusky.
- Reskin. Labor Markets as Queues: A Structural Approach to Changing Occupational Composition. Pp. 881-890 in Grusky.
- Gorman and Kmec. Glass Ceilings in Corporate Law Firms. Pp. 890-902 in Grusky.
- Petersen and Morgan. The within-Job Gender Wage Gap. Pp. 826-833 in Grusky.

Optional:

- Reskin. Rethinking Employment Discrimination and Its Remedies. Pp. 770-779 in Grusky.
- Petersen. Discrimination: Conscious or Nonconscious? Pp. 780-785 in Grusky.
- England. Devaluation and the Pay of Comparable Male and Female Occupations. Pp. 919-923 in Grusky.
- Tam. Why Do Female Occupations Pay Less? Pp. 924-928 in Grusky.

Week 10 Geographic context – *articles by Greenberg and Li are revised versions of papers submitted to earlier versions of this seminar*

- Chetty and Hendren. The Impacts of Neighborhoods on Intergenerational Mobility I: Childhood Exposure Effects. Pp. 1107-1162 in QJE.
- Greenberg. Spatial Inequality and Uneven Development: The Local Stratification of Poverty in Appalachia. Pp. 187-209 in JAS.
- Knigge, Maas, van Leeuwen, and Mandemakers. Status Attainment of Siblings During Modernization. Pp. 549-574 in ASR.
- Li. Challenging Both Rural Advantage and Disadvantage Narratives: The Effects of Family Factors on American Student College Expectations in the Early 2010s. Pp. 1-16 in JRRE.
- Lichter, Parisi, and Taquino. Spatial Assimilation in Us Cities and Communities? Emerging Patterns of Hispanic Segregation from Blacks and Whites. Pp. 36-56 in AAAPSS.

Optional (geographic context):

- Roscigno, Tomaskovic-Devey, and Crowley. Education and the Inequalities of Place. Pp. 2121-2145 in SF.
- Wilson. Why Both Social Structure and Culture Matter in a Holistic Analysis of Inner-City Poverty. Pp. 200-219 in AAAPSS.

Week 11 Income

- Case and Deaton. Deaths of Despair and the Future of Capitalism. Pp. 131-184 in Case and Deaton.
- Alderson and Nielsen. Globalization and the Great U-Turn: Income Inequality Trends in 16 Oecd Countries. Pp. 1244-1299 in AJS.
- Firebaugh and Goesling. Accounting for the Recent Decline in Global Income Inequality. Pp. 283-312 in AJS.
- Lee, Nielsen, and Alderson. Income Inequality, Global Economy and the State. Pp. 77-111 in.
- Clark. World Income Inequality in the Global Era: New Estimates, 1990-2008. Pp. 565-592 in.
- Kollmeyer. Family Structure, Female Employment, and National Income Inequality: A Cross-National Study of 16 Western Countries. Pp. 816-827 in.

Optional:

- Goesling. Changing Income Inequalities within and between Nations: New Evidence. Pp. 745-761 in ASR.
- Kerckhoff. Institutional Arrangements and Stratification Processes in Industrial-Societies. Pp. 323-347 in ARS.
- Moller, Alderson, and Nielsen. Changing Patterns of Income Inequality in Us Counties, 1970-2000. Pp. 1037-1101 in AJS.
- Morris and Western. Inequality in Earnings at the Close of the Twentieth Century. Pp. 623-657 in ARS.

Week 12 Wealth

- Khan. The Sociology of Elites. Pp. 361-377 in ARS.
- Killewald, Pfeffer, and Schachner. Wealth Inequality and Accumulation. Pp. 379-404 in ARS.
- Mosca. The Ruling Class. Pp. 276-282 in Grusky.
- Mills. The Power Elite. Pp. 282-292 in Grusky.
- Giddens. Elites and Power. Pp. 292-297 in Grusky.
- Domhoff. Who Rules America? Power and Politics. Pp. 297-301 in Grusky.

Week 13 Poverty

- Case and Deaton. Deaths of Despair and the Future of Capitalism. Pp. 212-244 in Case and Deaton.
- Ehrenreich. Nickel and Dimed. Pp. 330-338 in Grusky.
- Edin, Nelson, and Reed. Low-Income Urban Fathers and the "Package Deal" of Family Life. Pp. 339-346 in Grusky.
- Wilson. Being Poor, Black, and American. Pp. 347-356 in Grusky.
- Kenworthy. How Rich Countries Lift up the Poor. Pp. 365-368 in Grusky.
- Newman and O'Brien. Taxing the Poor: How Some States Make Poverty Worse. Pp. 369-375 in Grusky.
- Massey and Denton. American Apartheid: Segregation and the Making of the Underclass. Pp. 376-385 in Grusky.
- Sampson. Legacies of Inequality. Pp. 386-394 in Grusky.
- DeLuca and Rosenbaum. Does Changing Neighborhoods Change Lives? Pp. 395-402 in Grusky.
- Sharkey and Elwert. The Legacy of Multigenerational Disadvantage. Pp. 403-411 in Grusky.
- Heckman. Skill Formation and the Economics of Investing in Disadvantaged Children. Pp. 412-416 in Grusky.

Optional:

- Duncan and Magnuson. The Long Reach of Early Childhood Poverty. Pp. 417-422 in Grusky.
- Evans, Brooks-Gunn, and Klebanov. Stressing out the Poor. Pp. 423-430 in Grusky.
- Western and Pettit. Incarceration and Social Inequality. Pp. 431-440 in Grusky.

Week 14 Devah Pager's Legacy

- Desmond. The Lives They Lived: Devah Pager. Pp. in NYT.
- Quillian and Pager. Black Neighbors, Higher Crime? The Role of Racial Stereotypes in Evaluations of Neighborhood Crime. Pp. 717-767 in.
- Grodsky and Pager. The Structure of Disadvantage: Individual and Occupational Determinants of the Black-White Wage Gap. Pp. 542-567 in.
- Pager. The Mark of a Criminal Record. Pp. 937-975 in.
- Pager. The Republican Ideal? National Minorities and the Criminal Justice System in Contemporary France. Pp. 375-400 in.
- Quillian, Pager, Hexel, and Midtboen. Meta-Analysis of Field Experiments Shows No Change in Racial Discrimination in Hiring over Time. Pp. 10870-10875 in.

Week 15 *Dividing Paradise*

- Sherman. *Dividing Paradise: Rural Inequality and the Diminishing American Dream*. Pp. We will discuss the whole book, but students will be assigned different chapters to read closely. in Sherman.

Full citations for sources not from required books:

- Alba, Richard D. and Victor Nee. 2014. "Assimilation Theory for an Era of Unprecedented Diversity." Pp. 721-729 in Grusky.
- Alderson, A. S. and F. Nielsen. 2002. "Globalization and the Great U-Turn: Income Inequality Trends in 16 Oecd Countries." *American Journal of Sociology* 107(5):1244-1299.
- Anderson, Elijah. 2015. "'The White Space'." Retrieved July 18
(http://sociology.yale.edu/sites/default/files/pages_from_sre-11_rev5_printer_files.pdf).
- Angrist, Joshua D. and Jörn-Steffen Pischke. 2009. *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton: Princeton University Press.
- Avery, R. B. and M. S. Rendall. 2002. "Lifetime Inheritances of Three Generations of Whites and Blacks." *American Journal of Sociology* 107(5):1300-1346.
- Becker, Gary Stanley. 1962. "Investment in Human Capital." *Journal of Political Economy* 70:sup 9-49.
- Becker, Howard Saul and Pamela Richards. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press.
- Belkin, Lisa. 2014. "The Opt-out Revolution." Pp. 807-811 in Grusky.
- Bertrand, Marianne and Sendhil Mullainathan. 2014. "Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." Pp. 747-751 in Grusky.
- Biblarz, T. J. and A. E. Raftery. 1999. "Family Structure, Educational Attainment, and Socioeconomic Success: Rethinking the "Pathology of Matriarchy"." *American Journal of Sociology* 105(2):321-365.
- Bielby, William T. 2014. "The Structure and Process of Sex Segregation." Pp. 865-875 in Grusky.
- Blau, Peter M., Otis Dudley Duncan, and Andrea Tyree. 2014. "The Process of Stratification." Pp. 506-517 in Grusky.
- Bonacich, Edna. 2014. "A Theory of Ethnic Antagonism: The Split Labor Market." Pp. 696-709 in Grusky.
- Bowles, S. and H. Gintis. 2002. "The Inheritance of Inequality." *Journal of Economic Perspectives* 16(3):3-30.
- Brand, J. E. and Y. Xie. 2010. "Who Benefits Most from College? Evidence for Negative Selection in Heterogeneous Economic Returns to Higher Education." *American Sociological Review* 75(2):273-302.
- Breen, Richard. 2014. "Social Mobility in Europe." Pp. 464-479 in Grusky.
- Breen, Richard and John H. Goldthorpe. 2014. "Explaining Educational Differentials: Towards a Formal Rational Action Theory." Pp. 524-535 in Grusky.
- Bryan, M. L. and S. P. Jenkins. 2016. "Multilevel Modelling of Country Effects: A Cautionary Tale." *European Sociological Review* 32(1):3-22.
- Buchmann, C. and T. A. DiPrete. 2006. "The Growing Female Advantage in College Completion: The Role of Family Background and Academic Achievement." *American Sociological Review* 71(4):515-541.
- Burt, Ronald S. 2014. "Structural Holes." Pp. 659-663 in Grusky.
- Case, Anne and Angus Deaton. 2020. *Deaths of Despair and the Future of Capitalism*. Princeton: Princeton University Press.

- . 2020. *Deaths of Despair and the Future of Capitalism*. Princeton: Princeton University Press.
- . 2020. *Deaths of Despair and the Future of Capitalism*. Princeton: Princeton University Press.
- Chetty, R. and N. Hendren. 2018. "The Impacts of Neighborhoods on Intergenerational Mobility I: Childhood Exposure Effects." *Quarterly Journal of Economics* 133(3):1107-1162.
- Clampet-Lundquist, S. and D. S. Massey. 2008. "Neighborhood Effects on Economic Self-Sufficiency: A Reconsideration of the Moving to Opportunity Experiment." *American Journal of Sociology* 114(1):107-143.
- Clark, R. 2011. "World Income Inequality in the Global Era: New Estimates, 1990-2008." *Social Problems* 58(4):565-592.
- Correll, Shelley J., Stephen Benard, and In Paik. 2014. "Getting a Job: Is There a Motherhood Penalty?" Pp. 831-842 in Grusky.
- Dahrendorf, Ralf. 2014. "Class and Class Conflict in Industrial Society." Pp. 143-149 in Grusky.
- Davis, Kingsley and Wilbert E. Moore. 2014. "Some Principles of Stratification." Pp. 28-30 in Grusky.
- DeLuca, Stefanie and James E. Rosenbaum. 2014. "Does Changing Neighborhoods Change Lives?" Pp. 395-402 in Grusky.
- Desmond, Matthew. 2018. "The Lives They Lived: Devah Pager." Retrieved July 10, 2019 (<https://www.nytimes.com/interactive/2018/12/27/magazine/lives-they-lived-devah-pager.html>).
- DiPrete, T. A. 2002. "Life Course Risks, Mobility Regimes, and Mobility Consequences: A Comparison of Sweden, Germany, and the United States." *American Journal of Sociology* 108(2):267-309.
- DiPrete, Thomas A. and Gregory M. Eirich. 2006. "Cumulative Advantage as a Mechanism for Inequality: A Review of Theoretical and Empirical Developments." *Annual Review of Sociology* 32:271-297.
- Domhoff, G. William. 2014. "Who Rules America? Power and Politics." Pp. 297-301 in Grusky.
- Duncan, Greg J. and Katherine Magnuson. 2014. "The Long Reach of Early Childhood Poverty." Pp. 417-422 in Grusky.
- Durkheim, Emile. 2014. "The Division of Labor in Society." Pp. 217-222 in Grusky.
- Edin, Kathryn, T. Nelson, and Joanna Miranda Reed. 2014. "Low-Income Urban Fathers and the "Package Deal" of Family Life." Pp. 339-346 in Grusky.
- Ehrenreich, Barbara. 2014. "Nickel and Dimed." Pp. 330-338 in Grusky.
- Elman, Cheryl and Angela M. O'Rand. 2004. "The Race Is to the Swift: Socioeconomic Origins, Adult Education, and Wage Attainment." *American Journal of Sociology* 110(1):123-160.
- England, Paula. 2014. "Devaluation and the Pay of Comparable Male and Female Occupations." Pp. 919-923 in Grusky.
- Erikson, Robert and John H. Goldthorpe. 2014. "Trends in Class Mobility: The Post-War European Experience." Pp. 453-464 in Grusky.
- Evans, Gary W., Jeanne Brooks-Gunn, and Pamela Kato Klebanov. 2014. "Stressing out the Poor." Pp. 423-430 in Grusky.
- Featherman, David L. and Robert M. Hauser. 2014. "A Refined Model of Occupational Mobility." Pp. 443-453 in Grusky.
- Fernandez, Roberto M. and Isabel Fernandez-Mateo. 2014. "Networks, Race, and Hiring." Pp. 663-671 in Grusky.

- Firebaugh, Glenn and Brian Goesling. 2004. "Accounting for the Recent Decline in Global Income Inequality." *American Journal of Sociology* 110(2):283-312.
- Fischer, Claude S., Michael Hout, Martin Sanchez Jankowski, Samuel R. Lucas, Ann Swidler, and Kim Voss. 2014. "Inequality by Design." Pp. 39-42 in Grusky.
- Frank, Reanne, Ilana Redstone Akresh, and Bo Lu. 2014. "How Do Latino Immigrants Fit into the Racial Order." Pp. 780-787 in Grusky.
- Gamoran, Adam and Robert D. Mare. 1989. "Secondary School Tracking and Educational Inequality: Compensation, Reinforcement, or Neutrality?" *American Journal of Sociology* 94(5):1146-1183.
- Giddens, Anthony. 2014. "The Class Structure of the Advanced Societies." Pp. 183-192 in Grusky.
- . 2014. "Elites and Power." Pp. 292-297 in Grusky.
- Goesling, B. 2001. "Changing Income Inequalities within and between Nations: New Evidence." *American Sociological Review* 66(5):745-761.
- Goldin, Claudia and Cecilia Rouse. 2014. "Orchestrating Impartiality: The Impact of "Blind Auditions on Female Musicians." Pp. 820-831 in Grusky.
- Gorman, Elizabeth H. and Julie A. Kmec. 2014. "Glass Ceilings in Corporate Law Firms." Pp. 890-902 in Grusky.
- Granovetter, Mark S. 2014. "The Strength of Weak Ties." Pp. 653-657 in Grusky.
- Greenberg, Pierce. 2016. "Spatial Inequality and Uneven Development: The Local Stratification of Poverty in Appalachia." *Journal of Appalachian Studies* 22(2):187-209.
- Grodsky, Eric and Devah Pager. 2001. "The Structure of Disadvantage: Individual and Occupational Determinants of the Black-White Wage Gap." *American Sociological Review* 66(4):542-567.
- Grusky, David B. and Szonja Szélenyi. 2014. "The Stories We Tell About Inequality." Pp. 17-25 in Grusky.
- Grusky, David B. and Katherine R. Weisshaar. 2014. "The Questions We Ask About Inequality." Pp. 1-16 in Grusky.
- Guo, G. and L. K. VanWey. 1999. "Sibship Size and Intellectual Development: Is the Relationship Causal?" *American Sociological Review* 64(2):169-187.
- Halaby, C. N. 2004. "Panel Models in Sociological Research: Theory into Practice." *Annual Review Of Sociology* 30:507-544.
- Harding, David J. 2003. "Counterfactual Models of Neighborhood Effects: The Effect of Neighborhood Poverty on Dropping out and Teenage Pregnancy." *American Journal of Sociology* 109(3):676-719.
- Hauser, Robert M. and Megan Andrew. 2006. "Another Look at the Stratification of Educational Transitions: The Logistic Response Model with Partial Proportionality Constraints." *Sociological Methodology* 36:1-26.
- Hauser, Robert M. and William H. Sewell. 1985. "Birth Order and Educational Attainment in Full Sibships." *American Educational Research Journal* 22(1):1-23.
- Heckman, James J. 2014. "Skill Formation and the Economics of Investing in Disadvantaged Children." Pp. 412-416 in Grusky.
- Hochschild, Arlie Russell. 2014. "The Time Bind: When Work Becomes Home and Home Becomes Work." Pp. 803-807 in Grusky.

- Hout, Michael. 1988. "More Universalism, Less Structural Mobility: The American Occupational Structure in the 1980s." *American Journal of Sociology* 93(6):1358-1400.
- Jacobs, Jerry A. 2014. "Revolving Doors: Sex Segregation and Women's Careers." Pp. 876-880 in Grusky.
- Jencks, Christopher, Marshall Smith, Henry Acland, Mary Jo Bane, David Cohen, Herbert Gintis, Barbara Heyns, and Stephan Michelson. 2014. "Inequality: A Reassessment of the Effect of Family and Schooling in America." Pp. 517-523 in Grusky.
- Jiménez, Tomás. 2014. "Why Replenishment Strengthens Racial and Ethnic Boundaries." Pp. 740-747 in Grusky.
- Jonsson, Jan O., David B. Grusky, Matthew Di Carlo, and Reinhard Pollak. 2014. "It's a Decent Bet That Our Children Will Be Professors Too." Pp. 480-495 in Grusky.
- Kenworthy, Lane. 2014. "How Rich Countries Lift up the Poor." Pp. 365-368 in Grusky.
- Kerckhoff, A. C. 1995. "Institutional Arrangements and Stratification Processes in Industrial-Societies." *Annual Review of Sociology* 21:323-347.
- Khan, Shamus R. 2012. "The Sociology of Elites." *Annual Review of Sociology* 38:361-377.
- Killewald, A., F. T. Pfeffer, and J. N. Schachner. 2017. "Wealth Inequality and Accumulation." *Annual Review of Sociology* 43:379-404.
- Knigge, Antonie, Ineke Maas, Marco H. D. van Leeuwen, and Kees Mandemakers. 2014. "Status Attainment of Siblings During Modernization." *American Sociological Review* 79(3):549-574.
- Kollmeyer, C. 2013. "Family Structure, Female Employment, and National Income Inequality: A Cross-National Study of 16 Western Countries." *European Sociological Review* 29(4):816-827.
- Lee, C. S., F. Nielsen, and A. S. Alderson. 2007. "Income Inequality, Global Economy and the State." *Social Forces* 86(1):77-111.
- Li, Xiao. 2019. "Challenging Both Rural Advantage and Disadvantage Narratives: The Effects of Family Factors on American Student College Expectations in the Early 2010s." *Journal of Research in Rural Education* 35(5):1-16.
- Lichter, D. T., D. Parisi, and M. C. Taquino. 2015. "Spatial Assimilation in US Cities and Communities? Emerging Patterns of Hispanic Segregation from Blacks and Whites." *Annals of the American Academy of Political and Social Science* 660(1):36-56.
- Lin, Nan. 2014. "Social Networks and Status Attainment." Pp. 657-659 in Grusky.
- Logan, J. A. 1996. "Opportunity and Choice in Socially Structured Labor Markets." *American Journal of Sociology* 102(1):114-160.
- Lucas, Samuel R. 2001. "Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects." *American Journal of Sociology* 106(6):1642-1690.
- Ludwig, Jens, Jeffrey B. Liebman, Jeffrey R. Kling, Greg J. Duncan, Lawrence F. Katz, Ronald C. Kessler, and Lisa Sanbonmatsu. 2008. "What Can We Learn About Neighborhood Effects from the Moving to Opportunity Experiment?" *American Journal of Sociology* 114(1):144-188.
- MacLeod, Jay. 2014. "Ain't No Makin' It: Leveled Aspirations in a Low-Income Neighborhood." Pp. 608-621 in Grusky.
- Mare, R. D. 2006. "Response: Statistical Models of Educational Stratification - Hauser and Andrew's Models for School Transitions." *Sociological Methodology* 36:27-37.

- Mare, Robert D. 1981. "Change and Stability in Educational Stratification." *American Sociological Review* 46(1):72-87.
- . 1991. "Five Decades of Educational Assortative Mating." *American Sociological Review* 56(1):15-32.
- Marx, Karl. 2014. "Alienation and Social Classes, Classes in Capitalism and Pre-Capitalism, and Ideology and Class." Pp. 127-142 in Grusky.
- Massey, Douglas S. and Nancy A. Denton. 2014. "American Apartheid: Segregation and the Making of the Underclass." Pp. 376-385 in Grusky.
- McLanahan, Sara and Christine Percheski. 2008. "Family Structure and the Reproduction of Inequalities." *Annual Review of Sociology* 34:257-276.
- Mills, C. Wright. 2014. "The Power Elite." Pp. 282-292 in Grusky.
- Moller, S., A. S. Alderson, and F. Nielsen. 2009. "Changing Patterns of Income Inequality in US Counties, 1970-2000." *American Journal of Sociology* 114(4):1037-1101.
- Morgan, Stephen L. 2014. "A New Social Psychological Model of Educational Attainment." Pp. 621-628 in Grusky.
- Morgan, Stephen L. and Christopher Winship. 2007. *Counterfactuals and Causal Inference: Methods and Principles for Social Research*. New York: Cambridge University Press.
- Morris, Martina and Bruce Western. 1999. "Inequality in Earnings at the Close of the Twentieth Century." *Annual Review of Sociology* 25:623-657.
- Mosca, Gaetano. 2014. "The Ruling Class." Pp. 276-282 in Grusky.
- Mouw, Ted. 2006. "Estimating the Causal Effect of Social Capital: A Review of Recent Research." *Annual Review of Sociology* 32:79-102.
- Newman, Katherine S. and Rourke L. O'Brien. 2014. "Taxing the Poor: How Some States Make Poverty Worse." Pp. 369-375 in Grusky.
- Omi, Michael and Howard Winant. 2014. "Racial Formation in the United States." Pp. 682-7 in Grusky.
- Oppenheimer, Valerie K. 1988. "A Theory of Marriage Timing." *American Journal of Sociology* 94(3):563-591.
- Pager, Devah. 2003. "The Mark of a Criminal Record." *American Journal of Sociology* 108(5):937-975.
- . 2008. "The Republican Ideal? National Minorities and the Criminal Justice System in Contemporary France." *Punishment & Society-International Journal of Penology* 10(4):375-400.
- Parkin, Frank. 2014. "Marxism and Class Theory: A Bourgeois Critique." Pp. 193-201 in Grusky.
- Percheski, Christine. 2014. "Opting Out?" Pp. 811-819 in Grusky.
- Perry, B. L. and E. W. Morris. 2014. "Suspending Progress: Collateral Consequences of Exclusionary Punishment in Public Schools." *American Sociological Review* 79(6):1067-1087.
- Petersen, Trond. 2008. "Discrimination: Conscious or Nonconscious?" Pp. 780-785 in Grusky.
- Petersen, Trond and Laurie A. Morgan. 2008. "The within-Job Gender Wage Gap." Pp. 826-833 in Grusky.
- Portes, Alejandro and Robert D. Manning. 2014. "The Immigrant Enclave: Theory and Empirical Examples." Pp. 710-721 in Grusky.

- Portes, Alejandro and Min Zhou. 2014. "The New Second Generation: Segmented Assimilation and Its Variants." Pp. 729-740 in Grusky.
- Qian, Zhenchao and Daniel T. Lichter. 2014. "Are Recent Trends in Intermarriage Consistent with Assimilation Theory?" Pp. 788-802 in Grusky.
- Quillian, Lincoln and Devah Pager. 2001. "Black Neighbors, Higher Crime? The Role of Racial Stereotypes in Evaluations of Neighborhood Crime." *American Journal of Sociology* 107(3):717-767.
- Quillian, Lincoln, Devah Pager, Ole Hexel, and Arnfinn H. Midtboen. 2017. "Meta-Analysis of Field Experiments Shows No Change in Racial Discrimination in Hiring over Time." *Proceedings of the National Academy of Sciences of the United States of America* 114(41):10870-10875.
- Raftery, Adrian E. and Michael Hout. 1993. "Maximally Maintained Inequality: Expansion, Reform, and Opportunity in Irish Education, 1921-75." *Sociology of Education* 66(1):41-62.
- Reskin, Barbara F. 2008. "Rethinking Employment Discrimination and Its Remedies." Pp. 770-779 in Grusky.
- . 2014. "Labor Markets as Queues: A Structural Approach to Changing Occupational Composition." Pp. 881-890 in Grusky.
- Roscigno, Vincent J., Donald Tomaskovic-Devey, and Martha Crowley. 2006. "Education and the Inequalities of Place." *Social Forces* 84(4):2121-2145.
- Sampson, R. J. 2008. "Moving to Inequality: Neighborhood Effects and Experiments Meet Social Structure." *American Journal of Sociology* 114(1):189-231.
- Sampson, Robert J. 2014. "Legacies of Inequality." Pp. 386-394 in Grusky.
- Saperstein, Aliya and Andrew M. Penner. 2014. "The Dynamics of Racial Fluidity and Inequality." Pp. 687-695 in Grusky.
- Schwartz, C. R. and H. Y. Han. 2014. "The Reversal of the Gender Gap in Education and Trends in Marital Dissolution." *American Sociological Review* 79(4):605-629.
- Sewell, William H., Archibald O. Haller, and Alejandro Portes. 2014. "The Educational and Early Occupational Attainment Process." Pp. 596-607 in Grusky.
- Sharkey, Patrick and Felix Elwert. 2014. "The Legacy of Multigenerational Disadvantage." Pp. 403-411 in Grusky.
- Sherman, Jennifer. 2021. *Dividing Paradise: Rural Inequality and the Diminishing American Dream*. Oakland, California: University of California Press.
- Solon, Gary. 2014. "Intergenerational Income Mobility." Pp. 496-501 in Grusky.
- Spilerman, Seymour. 1977. "Careers, Labor Market Structure, and Socioeconomic Achievement." *American Journal of Sociology* 83:551-593.
- Steele, Claude M. 2014. "Stereotype Threat." Pp. 752-756 in Grusky.
- Sweeney, M. M. 2002. "Two Decades of Family Change: The Shifting Economic Foundations of Marriage." *American Sociological Review* 67(1):132-147.
- Tam, Tony. 2014. "Why Do Female Occupations Pay Less?" Pp. 924-928 in Grusky.
- Tilcsik, András. 2014. "Do Openly Gay Men Experience Employment Discrimination?" Pp. 842-848 in Grusky.
- Tumin, Melvin. 2014. "Some Principles of Stratification: A Critical Analysis." Pp. 31-38 in Grusky.

- Wallerstein, Immanuel. 2014. "Class Conflict in the Capitalist World Economy." Pp. 162-164 in Grusky.
- Warren, J. R. and R. M. Hauser. 1997. "Social Stratification across Three Generations: New Evidence from the Wisconsin Longitudinal Study." *American Sociological Review* 62(4):561-572.
- Weber, Max. 2014. "Class, Status, Party; Status Groups and Classes; and Open and Closed Relationships." Pp. 165-182 in Grusky.
- Weeden, K. A. and David B. Grusky. 2014. "Class and Class Conflict in Industrial Society." Pp. 222-232 in Grusky.
- Western, B. 2002. "The Impact of Incarceration on Wage Mobility and Inequality." *American Sociological Review* 67(4):526-546.
- Western, Bruce, Deirdre Bloome, and Christine Percheski. 2008. "Inequality among American Families with Children, 1975 to 2005." *American Sociological Review* 73(6):903-920.
- Western, Bruce and Becky Pettit. 2014. "Incarceration and Social Inequality." Pp. 431-440 in Grusky.
- Wilson, W. J. 2010. "Why Both Social Structure and Culture Matter in a Holistic Analysis of Inner-City Poverty." *Annals of the American Academy of Political and Social Science* 629:200-219.
- Wilson, William Julius. 2014. "Being Poor, Black, and American." Pp. 347-356 in Grusky.
- . 2014. "The Declining Significance of Race: Blacks and Changing American Institutions; Revisited and Revised." Pp. 765-779 in Grusky.
- Wright, Erik Olin. 2014. "A General Framework for the Analysis of Class Structure." Pp. 149-161 in Grusky.