This course serves as an introduction to the field of social stratification and class analysis (strat for short). Strat is a field that wedes an intense interest in theoretical claims to a commitment to the empirical adjudication of theoretical debates. To evaluate theories empirically has called analysts to employ tools systematically; many times, theoretical debates about the world find articulation in the language of methodology. Yet, if one can attend to the technical issues without becoming lost in the wizardry, one can find at the center a substantive debate with potentially large implications for our understanding of inequality and power in society.

And what could be more important for our time? Why is it that some people are paid a great deal, while others scrape by on very little? What are the structural forces that allocate persons to these different positions in society? How much does one's parents' status determine one's own future? How are persons sorted into mating partnerships? How long do the effects of previous generations last? Can states or trans-state entities do anything to alter the pattern of inequality or reduce its impact? I could go on listing questions, which is to say that, unfortunately, we will not be able to read the literature on every single question of interest to strat researchers. But, as even this smattering of questions suggests, the issues that occupy strat researchers concern the development of public policy; the functioning of economies and distribution of goods; the acquisition and wielding of political power; the stock of philosophical, religious, and ideological commitments; in short, the entire edifice of society and any effort to forge a better world for future generations. Hence, the stakes in play for strat research are vast, daunting--and humbling.

Among the many benefits students who complete this course will obtain, one is that they will be well-prepared to take orals in social stratification and class analysis. Students interested in taking orals in this area are encouraged to speak with me about the process of securing passage of the orals exam.

Attendance
It should go without saying that students should not make travel plans that interfere with class activities.

Reading Materials
There are two categories of reading: 1) Required and 2) Recommended. The Required reading is assigned to everyone. The Recommended reading is purely optional.
Most of the reading is available via JSTOR. Articles on JSTOR are noted in the syllabus with a bold JSTOR after the citation. A few articles are available at one or more other sites if accessed from a machine on the UC-Berkeley network; in such cases either a correct web-site for the journal will appear in bold after the citation, or the word OskiCat will appear in bold after the citation, signifying that you need to call up the journal on OskiCat, find the issue and then obtain the paper. Other Required readings are in a Reader you may purchase at Copy Central, 2560 Bancroft. None of the Recommended readings are supplied in the Reader. The assigned books can be ordered at University Press Books (UPB) on Bancroft or via amazon.com or other internet outlets. To support local businesses one might order from the bookstore for, truly, if we want a vibrant real society, we need be selective about what we obtain via virtual means. Further, if you obtain the Lucas book in paperback from UPB, I will refund the author’s royalties to you upon delivery to me of a receipt from that bookstore. The assigned books are:


**Assignments and Grading**

There are two types of writing assignments: 1) weekly short comments and, 2) a final paper. Each week students are to write a short (1-3 paragraph) comment on the readings. The plain text (no bold, italics, underlining, colors, and so forth) should be e-mailed (no attachments) to socpost@gmail.com by 9am the Monday before class. **Place the label “Soc280G” in the subject field.** These notes will be sent to everyone so that participants may read the reactions and précis before class.

There are two options for the final paper. Students may write an *empirical research paper* that engages the stratification literature and a question or questions of interest to the field of social stratification. Or students may write a *research proposal* that engages the stratification literature and a question or questions of interest to the field of social stratification. Students interested in writing an empirical research paper can look to any of the many papers on the syllabus for clues as to how to structure such a paper. Students interested in writing a research proposal (and students who are searching for research questions as well) are encouraged to go to http://www.ssrc.org/fellowships/art_of_writing_proposals.page from which they may download "The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions." This resource describes general issues that will be helpful to anyone drafting a proposal. Of course, students are expected to discuss their final projects at an early stage with other members of the class. A synopsis of the paper is required, and is due April 6.

The course grade is based on attendance, class participation, the regularly submitted short comments, and the final paper. Every member of the class is expected to speak in class every
class, without prompting from others. Late work will not be accepted. No Incompletes will be given in this course.

**Stratification and Statistics**

One cannot begin to address the questions of Social Stratification and Class Analysis absent the tool of statistics. If one is interested in systematic inequalities of power, autonomy, financial resources, education, and more, and in the impact these have on individuals, communities, nations, and the world system, as well as those of different racial, ethnic, gender, religious, age, culture, or physical statuses, one must become adept at reading and intelligently (as opposed to dismissively) critiquing the research that uses statistical tools. One may, of course, conduct whatever kind of research one wishes to conduct--there is a place for qualitative research, especially comparative-historical but also ethnographic approaches, in the study of social stratification and class. But, even so, in order to place one's own research in the context of these larger questions, as well as to follow and engage in the theoretical debates that occupy this area, one must become knowledgeable about statistics. Fortunately, resources are available that can aid in this endeavor. I will say more about these resources in our first meeting.
Week 1, Jan 19 -- Introduction to Classical Issues in Social Stratification Research

Required:


Recommended:


Week 2, Jan 26 -- Attainment Processes: Selected Measurement Issues

Required:

Hauser, Robert M. 1982. "Occupational Status in the 19th and 20th Centuries." *Historical Methods* 15: 3; 111-126. [OskiCat](https://doi.org/10.1525/hm.1982.15.3.111)


**Recommended:**


**Week 3, Feb 2 -- Social Mobility or The Process of Attainment**

**Required:**


Recommended:


**Week 4, Feb 9 -- Attainment Processes: Social-Psychological Models**

**Required:**


**Recommended:**


**Week 5, Feb 16 – Marxist Analyses of Attainment: Theoretical and Empirical**

**Required:**


Recommended:


Week 6, Feb 23 – Marxist Dialogues on Social Justice, Social Change, and Social Stability

Required:


**Recommended:**


**Week 7, Mar 2 -- Attainment Processes: Human Capital Theory**

**Required:**


**Recommended:**

Week 8, Mar 9 – Attainment Processes: Social Capital Theory

Required:


Recommended:


Fernandez, Roberto M., and M. Lourdes Sosa. 2005. “Gendering the Job: Networks and
Recruitment at a Call Center.” *American Journal of Sociology* 111: 859-904.


**Week 9, Mar 16 – Attainment Processes: Cultural Capital Theory**

**Required:**


**Recommended:**


**Week 10, Mar 30 – Discrimination?**

**Required:**


**Recommended:**


Week 11, Apr 6 – Attainment Processes and Social Mobility, or Individuals and Structure

NOTE: Paper SYNOPSIS Due

Required:


Recommended:


**Week 12, Apr 13 -- Race, Gender, and Immigration in the United States**

**Required:**

**BOOK**

**Google Scholar**

**Google Scholar**

**Google Scholar**

**Google Scholar**

**JSTOR**

**JSTOR**

**READER**

**Recommended:**

Western, Bruce, and Katherine Beckett. 1999. "How Unregulated is the U.S. Labor Market?"


Hamermesh, Daniel S., and Frank D. Bean. Help or Hindrance: The Economic Implications of


Week 13, Apr 20 – Attainment Processes: Segmented Labor Markets

Required:


Recommended:


**Week 14, Apr 27 – Structures of Education and Inequality Regimes**

**Required:**


Recommended:


Week 15, May 4 -- Shared Reflections on Multiple Dimensions of Stratification and Inequality

Final Papers due by 10pm PDT on Monday, May 10 in pdf format via e-mail
(the time is essential, for if I receive it later than the time stated I will be unable to receive it until after the deadline for grade submission, resulting in a grade of F (the computer program for grade submission will not let me submit the course grades unless I give every student a valid grade, and incompletes are not allowed in this class))