

Prelim in Social Stratification and Class Analysis
June 13/14, 2006

Part I – First three hour session of two

Answer Question 1. Then, answer Question 2 *or* Question 3.

Question 1 (Required)

For 8 of the following terms, identify the content of the term, its use in social stratification and class analysis, and key authors debating/using the concept and their perspective.

- a)two-sided logit model
- b)Featherman-Jones-Hauser hypothesis
- c)ethnic enclave
- d)MMI
- e)de-commodification
- f)human capital
- g)proletariat
- h)stereotype threat
- i)taste discrimination
- j)SEI
- k)authority
- l)secondary labor market

Question 2

Relate the key existing theories of the inter-generational transmission of power (indexed by any one or more of the correlates of power, e.g., earnings, occupation, education, or more). Then, using these theories, sketch the implications, accurate or not, of each theory for *one* of the phenomena mentioned **below**. Be sure to evaluate the theories' implications on the basis of existing empirical evidence of which you are aware; also be sure to evaluate the strength of the empirical evidence. If there is no such evidence, describe the research one would need to do to assess the ability of the theory to aid our understanding of the phenomenon.

- a)Contemporary patterns of information transfer through a diverse society, and likely future possibilities.
- b)Contemporary racial formations in Brazil and the U.S., and possible future trajectories.
- c)Contemporary labor unions in China and prospects for future development and effectiveness.

Question 3

Relate the key existing theories concerning the maintenance of occupational inequality in society. Then, using these theories, sketch the implications, accurate or not, of the theories for *one* of the phenomena mentioned **above**. Be sure to evaluate the theories' implications on the basis of existing empirical evidence of which you are aware; also be sure to evaluate the strength of the empirical evidence. If there is no such evidence, describe the research one would need to do to assess the ability of the theory to aid our understanding of the phenomenon.

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Part II – Second three hour session of two

–Answer 1 of the following 2 **SETS** of questions:

SET 1

Question 1A

Analysts have debated whether the United States is a high mobility nation of meritocratic freedom, or a low mobility nation of reproduction and oppression. Drawing on the research literature, what conclusions do you draw on the question of whether the United States is meritocratic or reproductive.

and

Question 1B

A major line of stratification theorizing has debated the nature or even the existence of class. Discuss and evaluate these theorists' central claims, the empirical evidence bearing on these claims, and the criticisms others have articulated. Be sure to attend to the implications of the positions for a key question for both stratification researchers and other researchers who merely seek to correctly control for persons' different locations in a stratified society in their research—whether we should measure class and, if so, how should we do so in the real world of research?

~or~

SET 2

Question 2A

Analysts have conceived of resources using a general concept of capital. In the last few decades three types of capital have drawn increasing attention. Feel free to discuss other capitals that have been proposed, but be sure to consider these three main capitals explicitly, critically evaluating their theoretical definition as well as the empirical evidence bearing on their existence and character. Based on your discussion, make a case as to whether the promulgation of these three capitals has improved or harmed our ability to understand the phenomena of interest to stratification researchers.

and

Question 2B

A major line of research has considered the role of schools in social mobility; yet closure in this debate seems elusive. Drawing on the research literature, outline the major threats to establishing the role of schools in social mobility. Further, how might these threats be resolved by researchers or, at the least, reduced. Be sure to clearly define the outcome as you proceed.