

Prelim in Social Stratification and Class Analysis  
March 29/30, 2013

Part I – First three hour session of two sessions.

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

**Question 1 (Required)**

For **8 [EIGHT]** 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)segmented assimilation
- b)Lipset-Zetterberg hypothesis
- c)dependency theory
- d)hypergamy
- e)reverse discrimination
- f)prestige scale
- g)exploitation
- h)commodity chain
- i)Relative Risk Aversion
- j)defamilialization
- k)class compromise
- l)dual labor market

**Question 2**

Describe the attitude-achievement paradox Mickelson considered, then list the major explanations that have been offered for it. Afterwards, critically evaluate the research evidence bearing on three explanations for the attitude-achievement paradox. Given that evidence, please describe, in detail, a research project that might resolve the paradox (i.e., reveal the primary cause of it). In describing the proposed research, please be sure to ground the description of it in a state-of-the-art understanding of the limits and possibilities of specific empirical research approaches, with special emphasis on the challenges of establishing causality.

**Question 3**

Summarize the key findings from the “wrong-networks” literature. Then, evaluate the theoretical and methodological bases of this literature, being sure to note whether and how findings may be affected by the methods used in specific studies. Given this critical read of the literature, please design a study that would better reveal whether what we might term the “wrong networks thesis” is true or false.

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Part II – Second three hour session of two

–Answer 1 of the following 2 **SETS** of questions (**Either** 1A and 1B **OR** 2A and 2B):

**SET 1**

**Question 1A**

When considering the causes and consequences of social location, some scholars prioritize “objective” socio-economic status, others privilege “objective” class, and still others prefer subjective social class. Identify key authors and works in each tradition, and evaluate the utility of each approach for empirical research and policy development with respect to one of the following inequality-related issues: 1) educational attainment; 2) discrimination against women.

and

**Question 1B**

What do three theories from or about social stratification say or imply about the effect of living wage ordinances on earnings and poverty?—in answering, please be sure to address the question with some sensitivity to various kinds of demographic composition of populations. Further, what does the evidence say on the effect of living wage ordinances on these outcomes? What are the strengths and limitations of existing living wage research, and what might one do to address those limitations?

~or~

**SET 2**

**Question 2A**

No analyst seriously maintains that labor markets are homogenous. Yet, scholars have proposed several different ways of conceiving of labor market heterogeneity. Identify three distinct ways scholars have divided “the” labor market—for each such way, be sure to identify the principle(s) used in the division. Note and evaluate the key research in each tradition. Based on that evidence, which of the three distinct ways offers the best conception of labor market heterogeneity, and why?

and

**Question 2B**

What methodological challenges have analysts encountered in measuring world income inequality, and how have they resolved those challenges? Given a critical read of the various resolutions analysts have adopted, is world income inequality increasing, decreasing, or stable since 1960? What social theories have been considered to explain the trend, and what evidence exists as to the veracity of those theories as explanations for the trend?