

SPCS Summer Institute – Topics in Sociology Series

INTRODUCTION TO SOCIOLOGY & INEQUALITY

Bldg. [*], Rm. [*] / [Daily] [9:15 – 12:00 AM]

Summer 2017

Instructor: Doris Hanappi (dorish@demog.berkeley.edu)

Teaching Assistants: [**] and [**]

I. COURSE DESCRIPTION

Overview. This course is an introduction to sociological theory, and the different ways in which inequality affects different societies over time. Using a range of in-class reading, critical thinking and other application-based exercises, we will address (i) traditional frameworks for social systems and interactions; (ii) academic workings of inequality and, finally, (iii) more broadly applicable extensions to everyday life. This course also sheds light on core research methods used in sociology to analyze real-world problems. My goal is for you to come away from this class, both, knowing the conventional theories on the dynamics of social inequality, and also understanding of how each of us as actors in different positions and with varying resources has the potential to contribute to social change.

II. COURSE FOCUS AND FORMAT

This three-week class combines a lecture and seminar-style format. We will first spend some time on the traditional social theorists (day 1-5), briefly review the principles how social inequality is perpetuated (day 6), then focus on the main ways inequality is enacted and we go on a field trip (day 7-12). In the last two classes, we will work as a team on the week 3 project that I will introduce to you in the first day of class. During this activity you will apply knowledge from lectures preceding it but also critically engage with the material by using all the activities that we have chosen leading to it.

In the first week, while I review sociological theory, I will lecture on theorists and involve you in discussions with comments and questions you have after reading the assigned readings for the respective theorists. In the remainder of the program, we will read and watch more contemporary accounts of inequality and social change—first by reading relevant theories or perspectives and then by reading empirical accounts.

In that way, the classes build on each other and we will work on building connections between theories, their empirical applications, and real-world problems. The overall idea of this class is to tackle *grand* issues of social order that emerge at the intersection of the core dimensions of inequality and the multiple processes leading up to these. It is their intersection that will help develop the future implications for creating more egalitarian and sustainable social systems.

III. EXPECTATIONS AND LEARNING OBJECTIVES

The activities in class will focus on training you in analytical thinking and writing. Strong class participation in lecture and discussion is essential. You will be expected to respond to prompts before class, be highly involved in class discussions, and activities and work on assigned weekly projects.

The purpose of this course is to offer an introduction to the broad state of social inequality in American society. Through the lens of sociological theory and research, we will review classic and more recent approaches to thinking about inequality and the key processes (by class, race, and gender) which are at the grounds of social change. By looking at processes and methods by which people are classified, and identifying their temporal pathways, we will develop an understanding of the ways in which social change is unfolding and inequality is sustained contemporary societies in the developed world. This class has its geographic focus in the United States, but lectures will include comparative context as appropriate, and I encourage discussion on other case studies to other countries (industrial as well as the emerging) to help provide context and motivate comparison to our discussion.

We are living in times of increased amount of inequality and also change in the processes that perpetuate inequality. The study of inequality is thus historically one of the most prominent domains in the social sciences, and we will be discussing *issues* of the following kinds:

- a. What are the main aspects of social order? How can we describe the origins of the self?
- b. What are the key principles of inequality, and is inequality necessary in contemporary societies?
- c. What are reasons why inequality increases in recent decades? What are vulnerable populations and what is social class?
- d. How does inequality affect labor market, occupations, and careers? Why does flexibility have a Janus-face?
- e. How does gender and identity influence social outcomes? Gender pay gap? And the stalled gender revolution?
- f. What types of economic factors shape population and family trends? How does inequality shape fertility responses to economic crisis and do demographic patterns of population growth converge?

IV. COURSE REQUIREMENTS AND PARTICIPATION

I will distribute sign-up sheets of the first day of class, where you will sign up for the following deliverable: each of you will serve as an “expert” for 2 lectures and expected to turn in short opinion piece for 2 additional classes. In sum, each of you will be in charge of a written or debater deliverable about three times a week. Moreover, you will work towards a broader final project that you will present in class in Week 3.

Opinion Piece. Each of you is expected to turn in two short (800 words) opinion pieces on the day’s readings. You will be given detailed instruction to write these papers, because part of the process is to teach you to write a good opinion piece in the social sciences. Throughout the course I will introduce prompts to help start writing your opinion pieces. Nevertheless, here are some core instructions: *Pick one key fact introduced in lectures and readings! What are the key questions raised by the authors around this fact? Which theories and concepts do they use, and do these suffice? For empirical papers, Which research methods did they employ, and could they have done better?* The purpose of this exercise is to make sure everyone is prepared for class and has done the reading, and to help you guide in the way you do your reading.

Expert panel. The days that you and your peers have the role of the “expert panel” (twice during the course), you and your peers will be the experts on the day’s readings. You are expected on this day to lead a debate for the class, answer specific questions from the audience, introduce your own questions and comments about the day’s readings. You are encouraged to be imaginative in the manner you introduce the topic to your peers. You will work with your TA to create and engage the class in the most exciting way possible, introducing activities like debates, thought experiments and surveys.

General Note. The days you are not turning in an opinion piece or serve as an expert, you are still required to do the readings for the day, and respond to the comments and questions from the experts and the instructor.

SCHEDULE

A. INTRODUCTION (DAY 1)

Introduction to class, Discussion of Course Structure and Expectations
Expert Panel, Opinion Piece and Week 1 Project Assignments
Research Methods, Project Introductions

Mills, C. Wright. 1959. "The Promise." In *The Sociological Imagination*.

To download at: <http://sites.middlebury.edu/utopias/files/2013/02/The-Promise.pdf>

Video: <https://www.youtube.com/watch?v=GVVWmZASn8> (last accessed April 17, 2017)

DUE: Assignment: JSTOR, Google Scholar, Library Resources

B. MODULE 1—SOCIOLOGICAL THOUGHT AND THEORIES (DAYS 2-5)

Basic Introduction to Marx, Weber, Durkheim, Goffman, Becker [All in READER]

Karl Marx and Friedrich Engels, *Manifesto of a Communist Party* (in Robert Tucker: The Marx-Engels Reader), single sections; Emile Durkheim, *Suicide*; Erving Goffman, *Asylums*; Howard Becker, *Outsiders*; Simmel, *the Stranger*

<http://www.cardiff.ac.uk/socsi/undergraduate/introsoc/simmel13.html>

DUE: Assignment: Opinion Pieces 1-4

C. MODULE 2—PRINCIPLES OF INEQUALITY AND CLASS (DAY 6)

Principles of Inequality and Vulnerability

Kingsley Davis and Wilbert Moore, "Some Principles of Stratification," *American Sociological Review* 10: 2 (April 1945), pp. 242-249. JSTOR

Max Weber, "The Distribution of Power Within the Political Community: Class, Status, Party," pp. 926-940 in *Economy and Society*, Vol. 2.

Racism and Segregation

Wacqunat, Loïc, 2011. "A Janus-Faced Institution of Ethnoracial Closure: A Sociological Specification of the Ghetto." Pp. 1-31 in Ray Hutchison and Bruce Haynes (eds.), *The Ghetto: Contemporary Global Issues and Controversies*, Boulder, Westview.

Extra Reading: Bourdieu, Pierre, *Distinction*, Ch. 1

Mark Granovetter, "The Strength of Weak Ties" *JSTOR*

Hanappi, D., Bernardi, L., & Spini, D. (2014). Vulnerability as a heuristic concept for interdisciplinary research: assessing the thematic and methodological structure of empirical life course studies. *Longitudinal and Life Course Studies*, 6(1), 59-87.

Eduardo Porter. (2016) *America's Inequality Problem: Real Income Gains are Brief and Hard to Find*. <https://www.nytimes.com/2016/09/14/business/economy/americas-inequality-problem-real-income-gains-are-brief-and-hard-to-find.html> (last accessed April 15, 2017)

DUE: Assignment: Opinion Piece 5

D. MODULE 3—SOCIAL CLASS, STATUS, AND INCOME (DAY 7)

Social and Economic Inequality

Grusky, David B., and Tamar Kricheli-Katz. 2012. "Poverty and Inequality in a New World." Ch. 1, *The New Gilded Age*, edited by David B. Grusky and Tamar Kricheli-Katz. Stanford: Stanford University Press.

Lamont, M., Beljean, S., & Clair, M. (2014). What is missing? Cultural processes and causal pathways to inequality. *Socio-Economic Review*, 12(3), 573-608.

Grusky, David B., Bruce Western, and Christopher Wimer. 2011. "[The Consequences of the Great Recession.](#)" Pp. 3-20 in *The Great Recession*, edited by David B. Grusky, Bruce Western, and Christopher Wimer. New York: Russell Sage.

Extra Reading: Hanappi, Doris 2013. "Precarious Work: Agenda and Implications for Corporate Social Responsibility." Pp. 1880–1885 in *Encyclopaedia of Corporate Social Responsibility*, edited by S.O. Idowu, N. Capaldi, L. Zu, & A. Das Gupta. Berlin/Heidelberg: Springer. doi:10.1007/978-3-642-28036-8.

Video. The Costs of Inequality: Joseph Stiglitz at TEDxColumbia. <https://youtu.be/GYHT4zJsCdo> (last accessed April 17, 2017)

Robert Reich, University of California. How unequal can America get? <https://youtu.be/QCu-XnVxhfk> (last accessed April 17, 2017)

Arne Kalleberg. Talking Professions – Precarious Employment. <https://youtu.be/aanPVKjJThs> (last accessed April 17, 2017)

DUE: Assignment: Opinion Piece 6

E. MODULE 4—GENDER AND IDENTITY (DAY 8-9)

Shelley, J. Correll, Stephen Benard, and In Paik, "Getting a Job: Is there a Motherhood Penalty?" *American Journal of Sociology*, Vol. 112, No. 5 (2007), 1297-1338.

Hochschild, A. R., & Manchung, A. (1989). *The second shift: Working women and the revolution at home*. New York: Viking. Pp. 1-21, 96-110,

Kathleen Gerson (2010). *The Unfinished Revolution. Coming of Age in a New Era of Gender, Work, and Family*. Oxford University Press. Pp. 143-159; 159-178.

Overdoing Gender (2013). A Test of the Masculine Overcompensation Thesis. *American Journal of Sociology*. Vol. 112, No. 4 (2013), pp. 980-1022.

Extra Reading: *The Outsourced Self. Intimate Life in Market Times*. Metropolitan Books. Pp. 105-118.

Jane Lewis (2010). *Work-Family Balance, Gender, and Policy*. Edward Elgar; Pp. 25-67; 82-115.

Video. America's Course on Poverty. Stanford Center on Poverty and Inequality. The Second Shift: Arlie Hochschild. <https://youtu.be/mvzE6zYkEOY> (last accessed April 17, 2017)
Marianne Cooper, Stanford University, Clayman Institute for Gender Research.
<https://youtu.be/gDCmfafSJtk> (last accessed April 17, 2017)

DUE: Assignment: Opinion Pieces 7 and 8.

F. MODULE 5— FIELD TRIP (DAY 10)

Trip to the Stanford National Laboratory for Accelerator Physics (SLAC). We will meet female employees at SLAC, see a physics lab, and hear about stereotypes and challenges of being a minority in a male-dominated professional field and how to overcome these obstacles.

DUE: Assignment: Opinion Pieces 9-10. Panel experts will be in charge of moderating class participants' questions to SLAC employees and will provide a substantive number of own questions based on readings. For ideas on questions you may consult websites like <http://www.womenintechnology.org/wit-blog> or Sheryl Sandberg's Lean In resources <https://leanin.org/education>. (accessed by April 17, 2017)

G. INEQUALITY, POPULATION, AND DATA (DAY 11-12)

Schneider, D. (2015). The Great Recession, fertility, and uncertainty: evidence from the United States. *Journal of Marriage and Family*, 77(5), 1144-1156.

Sobotka, T., Skirbekk, V., & Philipov, D. (2011). Economic recession and fertility in the developed world. *Population and Development Review*, 37(2), 267-306.

Pollmann-Schult, M. (2014). Parenthood and Life Satisfaction: Why Don't Children Make People Happy? *Journal of Marriage and Family*, 76(2), 319-336.

Schmitt, C. (2012). A Cross-National Perspective on Unemployment and First Birth. *European Journal of Population*, 28(3), 303-305, doi:10.1007/s10680-012-9262-5.

Extra Reading. Huinink, J., & Kohli, M. (2014). A life-course approach to fertility. *Demographic Research*, 30(45), 1293-1326.

Hanappi, Doris, V.-A. Ryser, L. Bernardi, and J.-M. LeGoff. 2017. "Changes in Employment Uncertainty and the Fertility Intention-Behavior Link: An Analysis based on the Swiss Household Panel Data." *European Journal of Population*. DOI: 10.1007/s10680-016-9408-y

Video. Don't Panic – Hans Rosling showing the facts of population, <https://youtu.be/FACK2knC08E> (accessed by April 17, 2017)

DUE: Assignment: Opinion Piece 11. Week 3 Project (In Class Deliverables)

H. MODULE 6—WEEK THREE DISCUSSION, COMPLETION, PRESENTATION (DAY 13-14)

DETAILS FOR SHORT AND LONG ASSIGNMENTS

I. SHORT ASSIGNMENT

Opinion piece. You will be expected to write 2 opinion pieces, each no more than 800 words. The special approach for this exercise is that it is built around one predominant fact, a fact that is either underappreciated yet, but has major implications for the views we hold or the positions we adopt. This can be a fact that has been mentioned in the assigned readings or lectures or feel free to draw on facts outside sources. I am departing here a bit from the conventional way of writing an opinion piece in which you begin with a commitment to a certain position (like “the inequality gap is rising in the last decade”) and then continue to substantiating this view. Be creative, begin with the fact and ask how it can advance an understanding of social systems, class, and inequality in its various forms. Instead of committing a priori to a starting point, try to work around the observed fact in a creative way and see what thoughts you develop. Sign-up sheets for short assignments will be distributed in class on the first day.

Email Policy. Opinion pieces are due on the readings, video material and lecture content on the date you signed up for. For these pieces to be accepted, I need to receive them via email no later than 10pm the day before. I encourage you to contact me for questions, clarifications and suggestions via email. I reserve a 24-hour period for response. For questions pertaining paper submissions, note that I will not respond to questions after 10pm of the night preceding the submission deadline.

TA’s involvement and extended assignments. Your teaching assistants are a valuable resource. They are not only trained in Sociology and familiar with Stanford policies, they are also chosen to guide you this particular 14-day process at summer school. While they will set their own expectations and boundaries for interaction and participation, I encourage you strongly to work with them while working on your expected deliverables. Also, in case you are ahead of your colleagues the TA’s will give you an additional activity to work on. Such activity can be an “additional opinion piece” or the development of a “3-minute guest comment” within the Expert panel on days you are not signed up for the Expert Panel.

II. LONG ASSIGNMENT – 3 WEEK PROJECT

3 Week project of a participant who signed up for Module 3—Social Class, Status, and Income (Day 7), and chose as the principal method “Interview and Reflection” (from the portfolio of research methods presented on Day 1):

Job Interview and Reflection: For this assignment, you will interview a worker about his/her current job. You may choose to interview anyone who is working full or part time and is not currently enrolled in college or another education program. After you have completed the interview, you will turn in a summary of the interview (in lieu of a transcription) along with your responses to the questions below. Compile the interview summary and your responses into one document to turn in via mail to [instructor mail address]. Due date for emailing long assignments is Day 12 at 10pm. Also, you must turn in hard copies of your project on Day 12.

- 1) The interview: Use the interview guide provided (called Job Interview Guide) when you interview your respondent. Plan on recording the interview on your phone or computer—this will make writing the summary much easier. Make sure you ask your respondent for

their permission to record the interview. After you complete the summary, you can delete the recording, or give it to your respondent.

- 2) The summary: I am asking you to summarize the interview instead of transcribe it. Summarizing will save you a lot of time and is sufficient for the purposes of this assignment. To write up the summary, use the interview guide as a template. Simply record the responses of the person you interviewed under the corresponding question on the interview guide. Again, you do not need to transcribe the responses word for word, but if you remember specific quotes or want to include them, all the better. The summary will be easiest to write if you complete it right after finishing the interview. Refer to your recording of the interview if needed. The thoroughness and quality of your summary is vital for the next part of the assignment.
- 3) Please answer the following questions in five pages or fewer, based on the interview responses, your own impressions, and Kalleberg's criteria for "good" and "bad" jobs (see *video* and *extra reading* of Hanappi for Day 7).
 - a. Would this job be characterized as "good" or "bad" according to Kalleberg? Explain your reasoning, referencing the book.
 - b. What is your impression of whether your respondent thought of her job as "good" or "bad" and why? Is her impression consistent with Kalleberg's criteria?
 - c. What was striking to you about the interview? Were you surprised by any of the responses?
 - d. Conclude the paper with a *general discussion* by picking one specific job or career, developing an argument about where it fits into Kalleberg's schemas of "good" and "bad" jobs and the broader context of labor market polarization. It could be a career or job that you are interested in, or you could choose to explore the job or career of someone you know. The general idea is to move away from the individual interview to the larger context of a job or career (e.g. a consultant, an accountant, a researcher, a manual worker).

Arguments in this last part of your paper should be guided closely by the interview responses and should contain the following information:

 - (i) Which job or career you focus on.
 - (ii) Reason why the job or career you picked fits into the structure of contemporary occupations including social and economic forces that may influence working conditions.
 - (iii) Mention if the field of this job or career is segmented by any racial, gender, age or other social categories.
 - (iv) Mention which features of those mentioned by Kalleberg related to good and bad jobs (autonomy, ability to learn etc.) are true for the job or career you chose.
 - (v) Describe what the future holds for the specific job or career.

Page limit: max. 5 pages, 12-point font, double spaced, not including references or any appendices. You need to include at least 5 resources in addition to Arne Kalleberg's video.

Possible sources for your research.

The Bureau of Labor Statistics, www.bls.gov
PEW Research Center
News articles (search Lexis-Nexis, or other news databases)
Industry specific publications and websites

Professional Associations
Stanford Career Center
Professional and Graduate Schools
Trade Schools
Labor Unions
Informal interviews with workers, employers, human resource managers, public relations people, recruiters, etc.

Formatting and Citations for Opinion Pieces and the 3 Week Project.

There is no need for a separate title page, but your paper does need a title. Please include page numbers and staple your paper together. Put your last name at the top or bottom of each page in case the pages get separated, and respect the page limits.

Please provide a reference list of the materials you cite at the end of your paper, and make appropriate in-text citations when referring to them throughout the paper. You need to cite when you refer to an idea, concept, or fact from a reading or other source, quoted or not. This means that if I referred to an argument or information that I knew was from a book by Elijah Anderson, I would put (Anderson, 2011) at the end of my sentence. If I quoted something directly from the book, I would put the page number also (Anderson, 2011: 58). If I referred to something from lecture, I would put (lecture, date) in my sentence. You may use other citation formats, like footnotes, as long as you are consistent. Be aware of plagiarism! If you are not sure about proper citation procedures, or need some help with paraphrasing, please ask the TAs.