

## SOCIAL STRATIFICATION AND MOBILITY

SYLLABUS (subject to revisions)

Tuesdays 16:00 – 18:00, Panduri 90, room 22

Professor: Paula Tufiș,

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Office hours: *by appointment*.

Class webpage: <http://www.tufis.ro/paula/SSM>

### Course Description

The main goal of the course is to introduce social stratification theories and research. In addition, the course aims at developing the skills necessary for critically evaluating and undertaking your own research regarding social stratification topics. This course should also help you develop the language and concepts used in empirical social stratification research.

### Course Routine

For the purposes of this course, students are expected to be intellectual thinkers and active participants in an exchange of ideas about theories and research on social stratification, not just passive recipients of information. This course will be conducted as a seminar and is highly reading intensive. The readings will be made available on the class website, which will be updated as the semester progresses. For all students, **prior reading of the material and full participation in the class discussion is expected**. For each class meeting, all students **should bring one written question that arose from their reading of that week's assignment**. I will collect these at the beginning of every meeting, and use them to guide the discussion.

A **final research paper** will be due at the end of the semester. Papers should be 10 – 15 double spaced pages (12 pt Times New Roman, 1in/2.5cm margins, including footnotes, tables and bibliography), on a social stratification topic of your choice. The paper should be as close as possible to a 'publication-ready' paper. The suggested usual format is: key questions, literature review, data and methods, interpretation of results, and conclusions. Where appropriate, and in consultation with the instructor, students may turn in a paper on their M.A. thesis topic, provided that they can naturally link this topic with theories and research on social stratification. It should be clear from the paper that you have engaged in the assigned readings and that you are developing your own position, argument, or framework based on one or more of the theories dealt with in the assigned readings.

**Academic Integrity Policy.** You are expected to submit your own original work and comply with the rules of academic integrity and conduct. You are also expected to clearly cite and indicate your sources for citations, ideas, concepts and paraphrases. If you are unsure what constitutes a violation of the rules of academic integrity and conduct you should consult the resources available at: <http://www.plagiarism.org/><sup>1</sup>. You will not receive a passing grade for this course if you turn in a plagiarized paper, irrespective of your performance during the class discussions.

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<sup>1</sup> Additional useful resources about what constitutes plagiarism can be found at: [http://www.libraries.psu.edu/psul/lls/students/plagiarism\\_and\\_you.html](http://www.libraries.psu.edu/psul/lls/students/plagiarism_and_you.html) and [http://www.libraries.psu.edu/psul/lls/students/plagiarism\\_examples.html](http://www.libraries.psu.edu/psul/lls/students/plagiarism_examples.html).

## Grading and Requirements

- Active participation in in-class discussions: **50% of the final grade**
- Attendance in at least 60% of the weekly meetings is required for graduating the course
- Turning in a written question for each of the weekly meetings is required for graduating the course
- Final research paper (due on January 21<sup>st</sup> 2014, 13:00): **50% of the final grade**

## Required readings

Listed by lecture topics, below. The readings will be available on the class website.

## Schedule

### LECTURE 1: Course Introduction.

Course overview: Topics, course routine, grading

Readings:

Jonsson, J. O., Grusky, D. B., Carlo, M. d., & Pollak, R. (2011). It's Decent Bet That Our Children Will Be Professors Too. In D. B. Grusky & S. Szelenyi (Eds.), *The Inequality Reader (2nd edition)* (pp. 499-516). Boulder, Colorado: Westview Press.

### LECTURE 2: Is social stratification necessary and beneficial?

Substantive discussion: Opposing views on the necessity and efficiency of social stratification systems. Which view would you subscribe to?

Readings:

Davis, K., & Moore, W. E. (1945). Some Principles of Stratification. In D. B. Grusky (Ed.), *Social Stratification: Class, Race, and Gender in Sociological Perspective* (2001 ed., pp. 55-63). Boulder, CO: Westview Press.

Tumin, M. M. (1953). Some Principles of Stratification: A Critical Analysis. In D. B. Grusky (Ed.), *Social Stratification: Class, Race, and Gender in Sociological Perspective* (2001 ed., pp. 65-73). Boulder, CO: Westview Press.

Collins, R. (1971). Functional and Conflict Theories of Educational Stratification. *American Sociological Review*, 36(6), 1002-1019.

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### LECTURE 3: Macro-classes, micro-classes, and gradational status groupings

Substantive discussion: Theoretical and empirical implications of the choice between class and gradational status groupings

Practical application: Constructing macro-class variables. Frequencies and crosstabs involving macro-class variables.

Readings:

Sorensen, A. B. (2001). The Basic Concepts of Stratification Research: Class, Status, and Power. In D. B. Grusky (Ed.), *Social Stratification: Class, Race, and Gender in Sociological Perspective* (2001 ed., pp. 287-300). Boulder, CO: Westview Press.

Weeden, K. A., & Grusky, D. B. (2005). The Case for a New Class Map. *American Journal of Sociology*, 111(1), 141-212. (*selections*).

Tufiş, P. A. (2010). Structură, stratificare și mobilitate socială. In L. Vlăsceanu (Ed.), *Sociologie* (pp. 294-336). Iași: Polirom. (*selections*).

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### LECTURE 4: Occupational socio-economic status and occupational prestige

Substantive discussion: Cross-cultural comparisons involving occupational status. Implications of working with socio-economic scales versus prestige scales for measuring occupational status.

Practical application: Constructing SES and prestige measures of occupational status.

Comparison of results from analyses using macro-class, (micro-class – optional), SES and occupational prestige measures as predictor variables in regression models.

Readings:

- Blau, P. M., Duncan, O. D., & Tyree, A. (1967). Measuring the Status of Occupations. In D. B. Grusky (Ed.), *Social Stratification: Class, Race, and Gender in Sociological Perspective* (2001 ed., pp. 255-259). Boulder, CO: Westview Press.
- Treiman, D. (2001). Occupational Prestige in Comparative Perspective. In D. B. Grusky (Ed.), *Social Stratification: Class, Race & Gender in Sociological Perspective* (pp. 260-263). Boulder, Colo.: Westview.
- Ganzeboom, H. B. G., & Treiman, D. J. (2003). Three Internationally Standardized Measures for Comparative Research on Occupational Status. In J. H. P. Hoffmeyer-Zlotnik & C. Wolf (Eds.), *Advances in Cross-National Comparison: A European Working Book for Demographic and Socio-Economic Variables* (pp. 159-193). New York: Kluwer Academic/Plenum Publishers.
- Ganzeboom, H. B. G., De Graaf, P. M., & Treiman, D. J. (1992). A Standard International Socio-economic Index of Occupational Status. *Social Science Research*, 21, 1-56. *(optional)*
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### LECTURE 5: Social mobility

Substantive discussion: can we predict the social mobility regime of a society based on characteristics such as: the type of political and economic system, economic development, institutional arrangements, a.s.o.?

Practical application: The analysis of mobility tables.

Readings:

- Sorokin, P. A. (1959). Social and Cultural Mobility. *Social stratification : class, race, and gender in sociological perspective [2001]*, 303-308.
- Breen, R. (2004). The Comparative Study of Social Mobility. In R. Breen (Ed.), *Social Mobility in Europe* (pp. 1-16). Oxford; New York: Oxford University Press.
- Breen, R. (2004). Statistical Methods of Mobility Research. In R. Breen (Ed.), *Social Mobility in Europe* (pp. 17-35). Oxford; New York: Oxford University Press.
- Grusky, D. B., & Hauser, R. M. (1984). Comparative Social Mobility Revisited: Models of Convergence and Divergence in 16 Countries. *American Sociological Review*, 49(1), 19-38.
- Tufiș, P. A. (2010). Structură, stratificare și mobilitate socială. In L. Vlăsceanu (Ed.), *Sociologie* (pp. 294-336). Iași: Polirom. *(selections)*
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### LECTURE 6: Status Attainment

Substantive discussion: The balance between ascription and achievement in a society. Implications for personal strategies of social advancement of the worldview adopted in the status attainment model.

Practical application: Estimation of the basic status attainment model.

Readings:

- Blau, P. M., Duncan, O. D., & Tyree, A. (1967). The Process of Stratification. In D. B. Grusky (Ed.), *Social Stratification: Class, Race, and Gender in Sociological Perspective* (2001 ed., pp. 390-403). Boulder, CO: Westview Press.
- Krymkowski, D. H. (1991). The Process of Status Attainment among Men in Poland, the United-States, and West Germany. *American Sociological Review*, 56(1), 46-59.
- Tufiș, P. A. (2010). Status Attainment in the Post-Communist Transition in Central and Eastern Europe. *Calitatea Vieții*, 22(3-4), 321-350.
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### LECTURE 7: Consequences of stratification: lifestyles and consumption patterns

Substantive discussion: Is there consistency between social status and lifestyles and consumption patterns? Would it be better to define social classes based on common lifestyles and consumption patterns than to define them based on objective indicators such as education, occupation, and income?

Practical application: (Tentative proposal) – Measuring lifestyles using latent variables.

Readings:

Veblen, T. (1973). The Theory of the Leisure Class. In D. B. Grusky (Ed.), *Social Stratification: Class, Race, and Gender in Sociological Perspective* (2001 ed., pp. 491-498). Boulder, CO: Westview Press.

Bourdieu, P. (1984). Distinction: A Social Critique of the Judgement of Taste. In D. B. Grusky (Ed.), *Social Stratification: Class, Race, and Gender in Sociological Perspective* (2001 ed., pp. 499-525). Boulder, CO: Westview Press.

Comșa, M. (2006). *Stiluri de viață în România după 1989*. Cluj-Napoca: Presa Universitară Clujeană. (*selections*)

Vasile, M. (2010). *Stiluri de viață în România postcomunistă. Ce modele comportamentale adoptăm și de ce*. Iași: Lumen. (*selections*)

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### LECTURE 8: Generating social stratification: human, cultural, and social capital

Substantive discussion: Operationalization of the different types of 'capitals'

Readings:

Bourdieu, P. (1973). Cultural Reproduction and Social Reproduction. In R. Brown (Ed.), *Knowledge, Education and Cultural Change* (pp. 71-112). London: Tavistock.

Coleman, J. S. (1988). Social Capital in the Creation of Human Capital. *The American Journal of Sociology*, 94, S95-S120.

Schultz, T. W. (1961). Investment in Human Capital. *The American Economic Review*, 51(1), 1-17.

Portes, A. (2000). The two meanings of social capital. *Sociological Forum*, 15(1), 1-12. (*optional*)

Lareau, A. (1987). Social Class Differences in Family-School Relationships: The Importance of Cultural Capital. *Sociology of Education*, 60(2), 73-85. (*optional*)

Kingston, P. W. (2001). The Unfulfilled Promise of Cultural Capital Theory. *Sociology of Education*, 74, 88-99. (*optional*)

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### LECTURE 9: The role of (parental and one's own) aspirations in social stratification

Substantive discussion: The relative importance of parental aspirations in status attainment processes in relation to other determinants of final social status. Other important mediators not included in the basic status attainment model. Do our own aspirations 'lift us up' or 'hold us back'?

Practical application: (Tentative proposal) – Comparing results from a basic status attainment model and a 'Wisconsin' status attainment model (including socio-psychological mediator variables).

Readings:

Sewell, W. H., Haller, A. O., & Portes, A. (1969). The Educational and Early Occupational Attainment Process. In D. B. Grusky (Ed.), *Social Stratification: Class, Race, and Gender in Sociological Perspective* (2001 ed., pp. 410-421). Boulder, CO: Westview Press.

Macleod, J. (1987). Ain't No Makin' It: Leveled Aspirations in a Low-income Neighborhood. In D. B. Grusky (Ed.), *Social Stratification: Class, Race, and Gender in Sociological Perspective* (2001 ed., pp. 421-434). Boulder, CO: Westview Press.

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### LECTURE 10: The role of parental values in social stratification

Substantive discussion: Do parents prepare their children for the same type of occupation they have through the transmission of their values?

Practical application: Decomposing over-time change in parental values in change due to cohort replacement and change due to intra-cohort change.

Readings:

Kohn, M. L. (1963). Social Class and Parent-Child Relationships: An Interpretation. *The American Journal of Sociology*, 68(4), 471-480.

Alwin, D. F. (1990). Cohort Replacement and Changes in Parental Socialization Values. *Journal of Marriage and the Family*, 52(2), 347-360.

Tușiș, P. A. (2008). Social Status and Child-Rearing Values. In B. Voicu & M. Voicu (Eds.), *The Values of Romanians: 1993 – 2006. A Sociological Perspective* (pp. 205-241). Iași: Institutul European.

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### LECTURE 11: The role of schools in social stratification

Substantive discussion: Is the educational system a mechanism of inter-generational transmission of advantages and disadvantages or does it weaken the links between parents' and children's social status?

Practical application: Linear regression model of the relationship between parent's SES and children's academic performance. Short exposition of hierarchical linear models.

Readings:

Bowles, S., & Gintis, H. (1976). *Schooling in capitalist America : educational reform and the contradictions of economic life*. New York: Basic Books. (*selections*)

Bowles, S., & Gintis, H. (2002). Schooling in capitalist America revisited. *Sociology of Education*, 75(1), 1-18.

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### LECTURE 12 (*optional lecture, depending on the time we have left*): Cognitive skills and noncognitive traits in social stratification

Readings:

Farkas, G. (2003). Cognitive Skills and Noncognitive Traits and Behaviors in Stratification Processes. *Annual Review of Sociology*, 29, 541-562.

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### LECTURE 13 (*optional lecture, depending on the time we have left*): The role of institutional arrangements in social stratification

Readings:

Kerckhoff, A. C. (1995). Institutional Arrangements and Stratification Processes in Industrial Societies. *Annual Review of Sociology*, 21, 323-347.

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### LECTURE 14: 'Socialist stratification' and 'capitalist stratification'

Substantive discussion: Can we talk about different logics of stratification in socialist and capitalist systems? Are there regions of countries characterized by a single logic of stratification?

Readings:

Lenski, G. (2001). New Light on Old Issues: The Relevance of "Really Existing Socialist Societies" for Stratification Theory. *Social Stratification: Class, Race, and Gender in Sociological Perspective*, 77-84.

Ganzeboom, H. B. G., & Nieuwbeerta, P. (1999). Access to Education in Six Eastern European Countries between 1940 and 1985. Results of a Cross-National Survey. *Communist and Post-Communist Studies*, 32(4), 339-357.

Haller, M. (1990). Editor's Introduction. European Class Structure: Does It Exist? *Class structure in Europe : new findings from East-West comparisons of social structure and mobility*, xi-xxii.