

SOC6312H
Stratification and Inequality

Fall 2024
Classroom: Room 17146, 700 University Ave
Class Hours: 10 AM-12:30 PM

Professor: Jonathan Horowitz
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Office Hours: **To Be Announced**

To book appointments on Zoom: [Use Quercus Scheduling Tool](#)
To go to office hours: Click “Office Hours” in navigation menu on Quercus.

Goals of this course

Stratification and Inequality are general sociological terms that we use to describe the empirical fact that some people have more resources, better lives, and better positions in hierarchies than others. While stratification and inequality are broadly relevant to any number of different sociological subfields—including culture, health, neighborhoods, and political power—it most commonly refers to differential earnings, labor market outcomes, and (quite often) earnings in the context of labor markets. This course will introduce you to the core concepts in this area, including in the areas of rents, networks, and labor market institutions; along axes of inequality by racial/ethnic background, gender, and immigration status; and paying special attention to labor markets and educational background.

In this course, you will:

- 1) Develop the skills to thoroughly and efficiently learn a new research area
- 2) Gain a broad understanding of current issues in the study of stratification
- 3) Situate your own research interests in the context of current sociological debates
- 4) Make progress on an original piece of research situated within the context of current debates in stratification

Before the Semester Begins:

Readings

Kalleberg, Arne. (2011). *Good jobs, bad jobs*. New York: Russell Sage Foundation.

Other readings will be peer reviewed articles, selections from edited volumes, and selections from books—all of which should be accessible through the U of T library system.

Things you need to know to succeed in this class

You will need to have regular access to a word processor (like those found in Microsoft Office, LibreOffice, or Google Docs), a reference manager (such as Zotero), and strong, reliable internet for this class. You will spend a great deal of time searching for peer-reviewed journal articles and reading them this semester.

Statistical literacy is a necessary skill for this course. Unless it is required for your final project, you won't need to perform statistical analyses. However, you will be reading many studies that utilize multiple regression analysis. Students who have completed a course that covers multiple regression should have the necessary background for this class, but if you have concerns please contact me before the start of the term to discuss your statistical background.

Each class session will be divided into two (approximately) 50-minute segments. Starting in Week 2, one or more students will give a presentation about a core topic in the study of stratification, and answering a question that is either established or increasingly seen as “foundational” to the study of stratification. It will involve providing analysis on this week's required readings, summarizing and analyzing readings that build off the week's readings or are adjacent to them, and the current “best answer” that is available for the question at this time.

While all students are responsible for preparing the required readings and coming ready to discuss the topic, you will be responsible for leading part of the day's class some days. I suggest you look at the following topics and decide on 3 to 5 of them where the topic matches your research interests. If you choose relevant topics, your preparation during this week will propel you forward on your final course project and your overall research program. These topics are:

Week 2a: Precarious Work

Week 2b: Labor Market Polarization

Week 3: Welfare States / Redistribution

Week 4: Status Attainment

Week 5: School Inequalities

Week 6: Networks and Inequality

Week 7a: Motherhood

Week 7b: Gender and Occupations

Week 8a: Returns to Education

Week 8b: Immigrant Skills in Labor Market

Week 9: Intergenerational Mobility and Immigration

Week 10: Racial and Ethnic Inequality

Week 11: Gradational Inequality and Intersectionality

In Between Each Class:

Preparing for Class

You should complete “reading notes” for each week. These reading notes will prepare you for class discussion, give you a considerable head start on your comprehensive exams, and provide a reference for your own research. When you read an article, you will pay attention to the core arguments and conclusions; any secondary arguments and conclusions; the data and methods; and whether it is responding to (or otherwise related) to other articles you have already read for class. You will also write down a brief statement about “next steps”: What is an actionable, useful thing that researchers can take out of this study and bring directly into their own research? These are not marked but will be crucial for your own future research and/or comprehensive exams.

Email

You can reach me by email at jonathan.horowitz@utoronto.ca. Feel free to contact me with requests, problems, or simple questions, but please read the syllabus before asking questions. You should send all emails from your utoronto email account and should have SOC6312H in the subject line. For more difficult questions, please come sign up for office hours.

I have a policy of trying to answer every email within 48 hours. I am sometimes much faster than that, but sometimes I need all 48 hours to respond to an email. Thus, if you need to get in touch with me within 48 hours, I suggest asking me before or after class, or during office hours.

Office Hours

Office hours via Zoom are listed on the first page of this document. You are not burdening me by utilizing office hours—I have carved out that time specifically so you can come find me. Note that due to the pandemic, I am holding virtual office hours. Please sign up for an appointment on Quercus using the [guide at this link](#). You can access office hours by clicking the “Office Hours” link in the left-hand navigation menu on our course Quercus page.

The primary purpose of office hours is to help you better understand the course content. To make the best use of your time, you should be prepared with specific questions. However, you are welcome to drop by for other reasons too we are happy to talk to you more about sociology, social stratification, research, or anything else that crosses your mind.

Week One

Please take note of the fact that you have six readings for the first day. This is because we have a lot of ground to cover this term, so please make sure you read and take notes on them.

Academic Integrity (Short Version)

In general, you are expected to do your own work, attribute sources using appropriate citation practices, and not provide unauthorized help to other students. However, there are other issues that you should be familiar with, and you are expected to read the [Code of Behaviour on Academic Matters](#) to make certain you understand and adhere to it. Clarifying questions (as they pertain to this class) are welcome. You also need to internalize what constitutes plagiarism and how to avoid it, and you can start by reading the content at [this link](#).

During Each Class:

Rules of the Game

1. We start and end class on time. No packing up early.
2. Turn off cell phones, music players, and other hand-held devices.
3. You may use computers for course materials only. In general, you are on the honor system for this rule.
4. Check your utoronto email account daily.
5. Give all other students respect for their efforts.

Attendance

Achieving success in this class requires consistent attendance. Please don't schedule any appointments, trips, meetings, or other activities that would require you to miss class. If you know you'll be out of town and must miss a class, please let me know ahead of time. Also, if an emergency comes up, please send me an email as soon as you can to let us know the reason for your absence.

Students who don't show up to class and who don't contact me are often dealing with extenuating circumstances that may require outside assistance. I tend to err on the side of caution in these situations; if you tend to miss class without explanation, I may ask the graduate office to check in on you.

Format

This class contains very little lecturing, and discussions/exercises are nearly always based upon the reading notes. The reading notes (particularly the Article Summaries and Pre-Class Assignments) help direct your attention to the most important themes in each day's reading, and thus you should bring them to class. Please fill out the reading notes to the best of your ability, as these will be invaluable resources for you later in the semester. We will also discuss the readings in class, and the notes will aid you in these discussions.

COVID-19 and Masking

Although university policy and the rest of Canadian society has mostly moved away from masking, please consider masking for the public health benefits that masking confers. Two-way masking is an effective method for stopping the spread of coronavirus—if both you and the person you are with are wearing a basic surgical mask, it can reduce the spread of COVID by up to 90%, and therefore allows people to participate fully in the course regardless of their prior health conditions or the health conditions of their family members. While masking is optional, it is also encouraged. If you have trouble obtaining masks for use in the classroom and wish to use them, feel free to let me know and I can provide basic surgical masks free of charge; simply let me know and I will bring them.

Course Expectations and Evaluation

Course Assignments

1. Expectations Agreement (Mandatory) **09/9/2024**

On the first day of class, you will return the expectations agreement, indicating that you have read this syllabus thoroughly and agree to abide by the expectations within it.

2. Course Participation (20%) (ongoing throughout the term)

You are expected to have done the required readings and take notes on them and be able to discuss them with other class members, as well as ask questions of the presenters. When students give presentations on their own research proposal, you are expected to provide constructive feedback and ask relevant questions.

3. Presentations and Exam Reading Notes (30%) (deadlines at various points during term)

You will give a minimum of two class presentations covering the required readings for that course module and other adjacent or subsequent research on that topic that you find doing literature searches. The presentation will be an argument, referencing and explaining citations as they support it, and include prompts for discussion afterwards. The presentations earlier in the semester should average approximately 30 minutes, with 20 minutes remaining for class discussion and questions. The ones later in the semester will be reversed, with approximately 20 minutes for the talk and 30 minutes for the discussion since these topics are more forward-looking.

You will also be expected to provide reading notes on several readings that are required for the comprehensive exam but are not required for this class. The exact number that you will have to do depends on the number of presentations you are giving and articles you need to read and will be allocated to ensure equal workload across students.

The purpose of these assignments will be to prepare for the comprehensive exam and to situate your own research in broader theoretical debates happening in the field. Thus, I advise that you select presentations and readings to take notes on that advance your own research interests.

4. Research Paper (50%) **Due December 9th** (with other deadlines at various points during term)

This course is designed to propel your research forwards, and the research paper is a major component of that. If you do not have a suitable research project already, you will start a new project. If you have a research project that fits within the existing themes of the present course and that will require considerable writing or analysis to move forward, you may continue working on it in this course with permission from the course instructor. Keep in mind that you must have permission from *all* instructors to work on different parts of a project across courses in the same term—but also that I am open to such arrangements. Different students will likely be at different stages of the project and will end at different stages of the project, but the uniting principle is that all papers should require substantial new work and that could lead eventually towards a publication (albeit years after this course is complete). This will consist of the following stages:

- A short research proposal (Week 2)—note that you may prepare two of them if you wish
- An informal presentation from research proposal, with instructor and class feedback (in class Weeks 3-6)
- A more formal presentation based on your paper, as it stands (in class Weeks 9-12)
- A final paper (due Sunday after last class period) **Due December 9th**

Terms and Conditions That Apply

Artificial Intelligence

Artificial Intelligence tools are prohibited for use in this class.

Late or Missed Assignments

It is not possible to give an extension on either the class presentations. For other assignments, I will consider an extension on a case-by-case basis. Assignments with an extension will get full credit; those without will not be accepted.

Written assignments must be submitted in a format I can read (.doc, .docx, .pdf, .odf, and .rtf format). It is your responsibility to ensure that the file itself is readable, which can be confirmed by downloading the file once it is uploaded to the assignment submission page on Quercus. Unreadable files are missed assignments.

Academic Integrity (Long Version)

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well: (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere." By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the Code of Behaviour on Academic Matters (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>) and Code of Student Conduct (<https://www.viceprovoststudents.utoronto.ca/students/#codeconduct>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

All of your submitted assignments will automatically be run through a plagiarism detection tool, Turnitin, for a review of textual similarity and detection of possible plagiarism. In doing so, you will allow your assignments to be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Centre for Teaching Support & Innovation website: <https://uoft.me/pdt-faq>

Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council "[Statement of Commitment Regarding Persons with Disabilities](https://governingcouncil.utoronto.ca/secretariat/policies/statement-commitment-regarding-persons-disabilities-february-25-2021)" at <https://governingcouncil.utoronto.ca/secretariat/policies/statement-commitment-regarding-persons-disabilities-february-25-2021>.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at <http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at: accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

Equity and Diversity Statement

All members of the learning environment in this course should strive to create an atmosphere of mutual respect. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated; please alert me to any behaviour that undermines the dignity or self-esteem of any person in this course or otherwise creates an intimidating or hostile environment. You'll find additional information and reports on Equity and Diversity at the University of Toronto online at <http://equity.hrandequity.utoronto.ca>.

TENTATIVE COURSE SCHEDULE AND READING LIST

Note on readings:

The peer-reviewed journal articles will usually prove more challenging than readings in the Inequality Reader; budget your time accordingly. Please do not try to do *all* the readings the day before class. Taking reading notes—which you should do, since it will cut down on any work for your comprehensive exams and future research in this area—will slow you down to a certain extent as well.

Several of the readings in the following inequality readers, which are listed as a prefix and as “Grusky and Szelenyi 2011” or “Grusky and Weisshaar 2014.”

[Social Stratification: Class, Race, and Gender in Sociological Perspective \(2014\). Grusky, David B. & Weisshaar, Katherine R. \(Eds.\). Boulder, CO: Westview Press.](#)

[Grusky, D.B., & Szelenyi, S. \(Eds.\). \(2011\). The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender \(2nd ed.\). Routledge.](#)

Week 1: Rents + Dilemmatics (Sept 9)

Required Readings:

- [In Grusky & Weisshaar 2014: Sorensen, Aage B. 1996. “The Structural Basis of Social Inequality.”](#)
- [Weeden, Kim A. 2002. "Why do some occupations pay more than others? Social closure and earnings inequality in the United States." *American Journal of Sociology* 108.1: 55-101.](#)
- [Lin, Ken-Hou, and Donald Tomaskovic-Devey. 2013. "Financialization and US Income Inequality, 1970–2008." *American Journal of Sociology* 118\(5\): 1284-1329.](#)
- [Western, Bruce, and Jake Rosenfeld. 2011. "Unions, Norms, and the Rise in US Wage Inequality." *American Sociological Review* 76\(4\):513-537.](#)
- [Tomaskovic-Devey, Donald, and Dustin Avent-Holt. 2019. *Relational Inequalities: An Organizational Approach*, Chapter 3. Oxford University Press.](#)
- [McGrath, J. E. \(1981\). Dilemmatics: The study of research choices and dilemmas. *American Behavioral Scientist*, 25\(2\), 179-210.](#)

Optional Readings:

- Breen, Richard. 2005. “Foundations of a neo-Weberian Class Analysis.” Pp. 31-50 in *Approaches to Class Analysis* edited by Erik O. Wright. New York: Cambridge University Press.
- Wright, Erik O. 1985. *Classes*. New York: Verso. Read Pp. 64-92.
- *In Grusky & Szelenyi 2011*: Mills, C. Wright. “The Power Elite.”
- *In Grusky & Weisshaar 2014*: Domhoff, William. “Who Rules America.”
- *In Grusky & Szelenyi 2011*: Weber, Max. “Class, Status, Party.”

Week 2: The Structure of Labour Markets + Research Questions (Sept 16)

Presentation #2A: What are the causes and consequences of the rise in precarious work?

Presentation #2B: What is causing greater labor market polarization?

Required Readings:

- Kalleberg, Arne. *Good Jobs, Bad Jobs*, Chapters 1-6.

Optional Readings:

- *In Grusky & Weisshaar 2014*: Liu, Yujia and David Grusky, “Winners of the Third Industrial Revolution.”
- *In Grusky & Weisshaar 2014*: Reskin, Barbara. “Labor Markets as Queues.”

Week 3: Income and the State + Case Selection / Populations of Interest / Comparisons (Sept 23)

Presentation #3: How do national systems and policies change the distributions of income and rates of poverty in modern economies?

Required Readings:

- [In Grusky & Weisshaar 2014](#): Esping-Anderson, Gosta and John Myles. “The Welfare State and Redistribution”
- [Korpi, Walter and Joakim Palme. 1998. “The Paradox of Redistribution and Strategies of Equality: Welfare State Institutions, Inequality, and Poverty in the Western Countries.” *American Sociological Review* 63:661-687.](#)
- [Gottschalk, Peter, and Timothy M. Smeeding. 1997. “Cross-national Comparisons of Earnings and Income Inequality.” *Journal of Economic Literature* 35:633-687.](#)
- [Brady, D., Finnigan, R. M., & Hübgen, S. \(2017\). Rethinking the risks of poverty: A framework for analyzing prevalence and penalties. *American Journal of Sociology*, 123\(3\), 740-786.](#)

Comprehensive Exam Reading (one person reads and takes notes):

- [Saez, Emmanuel and Michael R. Veall. 2005. “The Evolution of High Incomes in North America.” *American Economic Review* 95:831-849.](#)

Optional Readings:

- *In Grusky & Weisshaar 2014*: Hacker, Jacob S. and Paul Pierson. “Winner Take-All Politics.”
- *In Grusky & Weisshaar 2014*: DiPrete, Tomas, Gregory Eirich, and Matthew Pittinsky. 2010. “Compensation Benchmarking, Leapfrogs, and the Surge in Executive Pay.”

Week 4: Mobility and Status Attainment + Measurement (Sept 30)

Presentation #4: How does social mobility and reproduction of socioeconomic status occur in modern economies?

Required Readings:

- [*In Grusky & Szelenyi 2011*: Blau, Peter M. and Otis Dudley Duncan. 1967. "The Process of Stratification"](#)
- [*In Grusky & Szelenyi 2011*: Sewell, William H. and Archibald O. Haller, and Alejandro Portes. 1969. "The Educational and Early Occupational Attainment Process."](#)
- [Torche, Florencia. 2011. "Is a College Degree Still the Great Equalizer? Intergenerational Mobility across Levels of Schooling in the United States. *American Journal of Sociology* 117: 763-807.](#)

Comprehensive Exam Reading (one person reads and takes notes):

- [Chetty, Raj, Nathaniel Hendren, Patrick Kline, and Emmanuel Saez. 2014. "Where is the Land of Opportunity? The Geography of Intergenerational Mobility in the United States." *Quarterly Journal of Economics* 129:1553-1623.](#)

Optional Readings:

- [*In Grusky & Weisshaar 2014*: Treiman, Donald. "Occupational Prestige in Comparative Perspective."](#)
- [*In Grusky & Weisshaar 2014*: Hauser, Robert and J. Robert Warren. "Socioeconomic indexes for occupations : a review, update, and critique."](#)

Week 5: Education + Deductive and Inductive Reasoning (Oct 7)

Presentation #5: Do schools level or exacerbate inequalities?

Required Readings:

- [Lucas, Samuel R. 2001. "Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects." *American Journal of Sociology* 106:1642-1690.](#)
- [Lareau, Annette. 2002. "Invisible Inequality: Social class and Childrearing in Black Families and White Families." *American Sociological Review* 67: 747-776.](#)
- [Tyson, Karolyn, William Darity Jr, and Domini R. Castellino. 2005. "It's not "a black thing": Understanding the burden of acting white and other dilemmas of high achievement." *American Sociological Review* 70: 582-605.](#)
- [Downey, Douglas, Paul von Hippel, and B Broh. 2004. "Are Schools the Great Equalizer? Cognitive Inequality During the Summer Months and the School Year." *American Sociological Review*. 69: 613-635.](#)

Comprehensive Exam Reading (one person reads and takes notes):

- [Legewie, Joscha and Jeffrey Fagan. 2019. "Aggressive Policing and the Educational Performance of Minority Youth." *American Sociological Review* 84: 220-247.](#)
- [Owens, Jayanti and Sara McLanahan. 2020. "Unpacking the Drivers of Racial Disparities in School Suspension and Expulsion." *Social Forces* 98: 1548-1577.](#)
- [Haskins, Anna. 2016. "Beyond Boys' Bad Behavior: Paternal Incarceration and Cognitive Development in Middle Childhood." *Social Forces* 95: 861-892.](#)

Optional Readings:

- von Hippel, Workman, and Downey. Inequality in Reading and Math Skills Forms Mainly before Kindergarten: A Replication, and Partial Correction, of “Are Schools the Great Equalizer?”
- *In Grusky & Weisshaar 2014*: Heckman, James. 2006. “Skill Formation and the Economics of Investing in Disadvantaged Children.”

Week 6: Social Networks + Sampling (October 21)

Presentation #6: In what circumstances do network ties help you get ahead in the labor market?

Required Readings:

- *In Grusky & Szelenyi 2011*: Lin, Nan. “Social Networks and Status Attainment.”
- [Pedulla, David, and Devah Pager. 2019. “Race and Networks in the Job Search Process.” *American Sociological Review* 84\(6\): 983-1012.](#)
- [McDonald, Steven, Nan Lin, and Ao Dan. 2009. "Networks of Opportunity: Gender, Race, and Job Leads." *Social Problems* 56: 385-402.](#)
- [Smith, Sandra. 2010. "A test of sincerity: how Black and Latino service workers make decisions about making referrals." *Annals of the American Academy of Political and Social Science*: 629: 30-52](#)
- [Walter, Maggie. 2015. “The vexed link between social capital and social mobility for Aboriginal and Torres Strait Islander people.” *Australian Journal of Social Issues* 50\(1\):69-88.](#)

Week 7: Gender Inequality + Causality (Nov 4)

Presentation #7A: How do gender-typed occupations increase inequality in the labor market?

Presentation #7B: When does family status affect gender inequality?

Required Readings:

- *In Grusky & Weisshaar 2014*: Shelley Correll, J., Stephen Benard, and In Paik, “Getting a Job: Is There a Motherhood Penalty?”
- [Mandel, Hadas, and Moshe Semyonov. 2005. "Family policies, wage structures, and gender gaps: Sources of earnings inequality in 20 countries." *American sociological review* 70.6.](#)
- *In Grusky & Szelenyi 2011*: Petersen, Trond and Laurie A. Morgan “Separate and Unequal: Occupation-Establishment Sex Segregation and the Gender Wage Gap.”
- [Levanon, Asaf, Paula England, and Paul Allison. 2009. "Occupational feminization and pay: Assessing causal dynamics using 1950–2000 US census data." *Social Forces* 88.2: 865-891.](#)

Comprehensive Exam Reading (one person reads and takes notes):

- [Aisenbrey, Silke, Marie Evertsson, and Daniela Grunow. 2009. “Is There a Career Penalty for Mothers' Time Out? A Comparison of Germany, Sweden and the United States.” *Social Forces* 88:573-605.](#)
- [Acker, Joan. 2006. “Inequality Regimes: Gender, Class, and Race in Organizations.” *Gender & Society* 20\(4\):441–64.](#)
- [Cha, Y. 2010. “Reinforcing Separate Spheres: The Effect of Spousal Overwork on Men’s and Women’s Employment in Dual-Earner Households.” *American Sociological Review*, 75 \(2\).](#)

Week 8: Education, Skill, and Immigration (Nov 11)

Presentation 8A: To what extent are there economic benefits to educational attainment?

Presentation 8B: Which immigrants succeed in the labour market, and do skills make a difference?

Required Readings:

- [Hout, Michael. 2012. "Social and Economic Returns to College Education in the United States." *Annual Review of Sociology* 38:379-400.](#)
- [Reitz, Jeff G. 2001. "Immigrant Skill Utilization in the Canadian Labour Market." *Journal of International Migration and Integration* 2:347-378.](#)
- [Roth, Wendy, Marc-David L. Seidel, Dennis Ma, Eiston Lo. 2012. "In and Out of the Ethnic Economy: A Longitudinal Analysis of Ethnic Networks and Pathways to Economic Success across Immigrant Categories." *International Migration Review* 46: 310-6.](#)

Comprehensive Exam Reading (one person reads and takes notes):

- [Oreopoulos, Philip. 2011. "Why Do Skilled Immigrants Struggle in the Labor Market? A Field Experiment with Thirteen Thousand Resumes." *American Economic Journal – Economic Policy* 3:148-171.](#)
- [Li, Peter S. 2008. The Role of Foreign Credentials and Ethnic Ties in Immigrants' Economic Performance. *Canadian Journal of Sociology-Cahiers Canadiens de Sociologie* 33: 291-310.](#)

Optional Readings:

- *In Grusky & Weisshaar 2014*: Goldin and Katz. "The race between education and technology."
- *In Grusky & Weisshaar 2014*: Brand and Xie. "Who benefits the most from college?"

Week 9: Intergenerational Mobility in the Context of Immigration (Nov 18)

Presentation #9: What are the most promising avenues for investigating intergenerational mobility in the context of immigration?

Required Readings:

- [Stepick, Alex, and Carol Dutton Stepick. 2010. "The complexities and confusions of segmented assimilation." *Ethnic and Racial Studies* 33.7: 1149-1167.](#)
- [Reitz, Jeffrey G., Heather Zhang, and Naoko Hawkins. 2011. "Comparisons of the Success of Racial Minority Immigrant Offspring in the United States, Canada, and Australia." *Social Science Research* 40:1051-1066.](#)
- [Boyd, Monica. 2002. "Educational Attainments of Immigrant Offspring: Success or Segmented Assimilation?" *International Migration Review* 36:1037-1060.](#)

Optional Readings:

- *In Grusky & Weisshaar 2014*: Portes and Zhou. "The New Second Generation."

Week 10: Racial and Ethnic Inequality (Nov 25)

Presentation #10: What are the most promising avenues for investigating racial/ethnic economic inequalities?

Required Readings:

- [Quillian, Lincoln, Anthony Heath, Devah Pager, Arnfinn H. Midtbøen, Fenella Fleischmann, and Ole Hexel. 2019. "Do Some Countries Discriminate More than Others? Evidence from 97 Field Experiments of Racial Discrimination in Hiring." *Sociological Science*.](#)
- [Attewell, Paul, Philip Kasnitz, and Kathleen Dunn. 2010. "Black Canadians and Black Americans: Racial Income Inequality in Comparative Perspectives." *Ethnic and Racial Studies* 33: 473-495.](#)
- [Pendakur, Krishna and Ravi Pendakur. 2011. "The Effects of Modern Treaties and Opt-In Legislation on Household Incomes in Aboriginal Communities." *Social Indicators Research* 137:139-165.](#)
- [Restifo, Salvatore, Vincent J. Roscigno, Lora A. Phillips. 2019. "Racial/Ethnic Hierarchy and Urban Labor Market Inequality: Four Poignant Historical Cases." *City and Community* 18:2 662-688.](#)

Comprehensive Exam Reading (one person reads and takes notes):

- [Western, Bruce and Becky Pettit. 2005. "Black-White Wage Inequality, Employment Rates, and Incarceration." *American Journal of Sociology* 111:553-578.](#)

Optional Readings:

- *In Grusky & Szelenyi 2011*: Massey, Douglas and Nancy Denton. "American Apartheid."
- *In Grusky & Szelenyi 2011*: Pager, Devah. "Marked."
- *In Grusky & Szelenyi 2011*: Bertrand, Marianne and Sendhil Mullainathan. "Are Emily and Greg more employable than Lakisha and Jamal?"

Week 11: Gradational Approaches and Intersectionality (Dec 2)

Presentation #11: What are the most promising areas of research to investigate gradational inequality?

Required Reading:

- [Monk, Ellis, Michael Esposito, and Hedwig Lee. 2021. "Beholding Inequality: Race, Gender, and Returns to Physical Attractiveness in the United States." *American Journal of Sociology*. 127: 194-241.](#)
- [Monk Jr, E. P. \(2022\). *Inequality without Groups: Contemporary Theories of Categories, Intersectional Typicality, and the Disaggregation of Difference*. *Sociological Theory*, 40\(1\), 3-27.](#)