

University of Wisconsin- Madison
Sociology 923: [Social Stratification](#)
Three credits
Mondays, 2:10 to 4:40 PM, 6310 Sewell
Instructional mode: face to face
Credit hours are met following the traditional [Carnegie definition](#)

Office hours: Tuesday 2:00-3:00 or by appointment

Instructor

Eric Grodsky, Professor of Sociology and Educational Policy Studies
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608 262 4896

Course Description

This course is a graduate level seminar on social stratification. This is a difficult field to bound as it incorporates several subfields, including the study of gender, race/ethnicity, sociology of education and much of social demography. There's a lot to cover. As a graduate seminar, this class relies heavily on your participation. I will seldom lecture, and when I do my lectures will be brief and most likely methodological in nature (enough information to get you through the readings). The substantive work of this course falls to you. I expect you to complete all of the readings on time, submit summaries in a timely fashion (described below), and attend every class unless you are SERIOUSLY ill or have some other very legitimate reason for not attending (religious, family emergency, etc.). You will take turns leading our discussions.

Required text: Grusky, David (ed.) *Social Stratification Class, Race, and Gender in Sociological Perspective*. 4th edition.

Course format

We will meet for 2 hours and 30 minutes each week, with a five-minute break somewhere in there. In addition to completing ALL of the readings that are required (denoted by a *), each of you will complete one or two article summaries most weeks. You will upload your summaries to [box](#) by **8:00 AM Thursday** each week. This will give your classmates time to review your summaries before we meet. We will divide up readings for class a week ahead of time.

Each week, two students will co-lead our discussion. This means that each of you will co-lead our discussion three times over the course of the semester. As leaders, your job will be to send out a series of discussion questions by **5:00 PM Friday** that will guide our review of key concepts and controversies in the week's reading. Discussion questions should help us talk about the key points of the readings. They should be open-ended and thoughtful. Questions like "How did Coleman define social capital?" are neither and you should avoid them. On the other hand, questions like "How does Coleman's notion of social capital inform or constrain our understanding of social inequalities in educational attainment?" may provoke some interesting discussion.

Prerequisites

Although there are no explicit requirements for this class other than graduate standing, students unfamiliar with multiple regression (e.g., SOC 361) will find some of the readings tough going. I believe you will understand the main points of such articles, but you will not be able to engage critically with such work to the level of students who have taken coursework in intermediate and advanced quantitative methods. At the end of the syllabus I include some statistical references that may be particularly useful to those of you with less familiarity with quantitative methods.

Learning outcomes

- *Conduct Research and Analyze Data (quantitative or qualitative)*
- *Critically Evaluate Published Research*
- *Communicate Skillfully*
- *Critical Thinking about Society and Social Processes.*
- *See Things from a Global Perspective.*
- *Achieve Mastery of the Literature in Social Stratification.*

Evaluation

You grade for this class will be calculated as follows:

General participation:	10%
Leading discussion:	10%
Article summaries:	15%
Term paper:	65%

Participation

I will grade your participation as follows:

- | | |
|---|--|
| 0 | Didn't show up |
| 1 | Showed up and said little or nothing |
| 2 | Nominal participation (a few comments) |
| 3 | Active participation |

Leading discussion

The discussion portion of your grade will be based on the quality of the questions you send to the rest of us in advance of class and your ability to facilitate a productive exchange of ideas in class.

Article summaries

The literature in the social stratification is expansive. In order to make the task of reviewing that literature more manageable, each of you will summarize an article or two each week for the rest of the class. Your summary should be concise (no more than a page or two if possible) but thorough enough to give the reader a good sense of the article or chapter you summarized. I will grade article summaries on a 0 to 3 scale.

- | | |
|---|--|
| 0 | Summaries not received |
| 1 | Summaries are misleading or overly vague |
| 2 | Summaries cover the main points but with an inadequate level of detail |

- 3 Detailed summaries of main points. Summaries include each of the following (if appropriate): hypotheses, data, methods, findings, discussion

I will deduct one point from each summary for each day late.

Term paper

If you have data available to you, I strongly encourage you to use this course as an opportunity to produce an initial draft of a publishable article. I use the term ‘data’ inclusively to refer to quantitative data from surveys or administrative records, qualitative data from interviews or observations, archival data or any other empirical artifacts of social phenomena relevant to social stratification. My only requirement is that the paper engage in dialogue with other work in the subfield.

Alternatively, you may choose to write a review of some aspect of social stratification suitable for publication as an annual review piece in sociology (*Annual Review of Sociology*). If you choose to write such a paper I will expect your treatment of your topic to be as thorough as a review published in that venue.

Finally, you may choose instead to write a project proposal. This will take the form of the project description piece of an NSF-style research proposal. Here’s some text to guide you (from https://www.nsf.gov/pubs/policydocs/pappg17_1/nsf17_1.pdf):

“The Project Description should provide a clear statement of the work to be undertaken and must include: objectives for the period of the proposed work and expected significance; relation to longer-term goals of the PI’s project; and relation to the present state of knowledge in the field, to work in progress by the PI under other support and to work in progress elsewhere.

The Project Description should outline the general plan of work, including the broad design of activities to be undertaken, and, where appropriate, provide a clear description of experimental methods and procedures. Proposers should address what they want to do, why they want to do it, how they plan to do it, how they will know if they succeed, and what benefits could accrue if the project is successful. The project activities may be based on previously established and/or innovative methods and approaches, but in either case must be well justified. These issues apply to both the technical aspects of the proposal and the way in which the project may make broader contributions.

The Project Description must contain, as a separate section within the narrative, a discussion of the broader impacts of the proposed activities. Broader impacts may be accomplished through the research itself, through the activities that are directly related to specific research projects, or through activities that are supported by, but are complementary to the project. NSF values the advancement of scientific knowledge and activities that contribute to the achievement of societally relevant outcomes.”

A successful proposal will situate a proposed project in the extant research literature (6-10 pages), motivate the project by arguing for the need for this important work to fill a

consequential hole in our understanding of the topic (2-4 pages) and describe in detail the work to be undertaken (10-15 pages).

Whichever of these three styles of paper you choose to write, your paper should not exceed 30 pages in length (double-spaced, 12 point font, 1 inch margins). Shorter is better, but if you are under about 20 pages you probably haven't said enough.

Deadlines for the term paper are as follows:

March 5: brief statement of topic (1-3 paragraphs)

March 19: Revised topic statement (if necessary) and key cites

May 7: Paper due

Accommodations. Please send the instructor an email by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments and/or exams without some modification of those tasks. Accommodations are provided for students who qualify for disability services through the [McBurney Center](#). Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/>. Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class. We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](#) for details.

Academic honesty. As with all courses at the University of Wisconsin, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the [Office of the Dean of Students](#).

According to UWS 14, academic misconduct is defined as:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students [website](#). If you have questions about the rules for any of the assignments or exams, please ask your instructor or one of the TAs.

Departmental notice of grievance and appeal rights. The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science JAMES M RAYMO jraymo@ssc.wisc.edu.

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

Course calendar

*=required reading [except for the first 2 meetings]

GR=Grusky Reader

Our electronic course reserves page is [here](#).

January 29: What is Social Stratification? *READ ALL

Kearney, Melissa Schettini. 2014. "[Testimony before the Joint Economic Committee.](#)"

Duncan, Otis Dudley. 1968. “Social Stratification and Mobility.” Pp. 675-719 in *Indicators of Social Change: Concepts and Measurement*, edited by E. H. B. Sheldon and W. E. Moore. New York: Russell Sage Foundation. **[Start on 680]** (ER)

Ryder, Norman B. 1965. "[The Cohort as a Concept in the Study of Social Change.](#)" *American Sociological Review* 30:843-861.

Kingsley Davis & Wilbert E. Moore. *Some Principles of Stratification*. (GR: 28-30)

Melvin M. Tumin. *Some Principles of Stratification: A Critical Analysis*. (GR: 31-38)

Claude S. Fischer, Michael Hout, Martín Sánchez Jankowski, Samuel R. Lucas, Ann Swidler, & Kim Voss. *Inequality by Design*. (GR: 39-42)

Hout, Michael. 2015. "A Summary of What We Know about Social Mobility." *The ANNALS of the American Academy of Political and Social Science* 657:27-36.

<http://ann.sagepub.com/content/657/1/27.abstract>

[Chetty fest in charts.](#)

February 5: Theories of inequality * READ ALL

Marxian

Karl Marx (GR: 127-161)

Alienation and Social Classes (GR)

Classes in Capitalism and Pre-Capitalism (GR)

Ideology and Class (GR)

Ralf Dahrendorf: Class and Class Conflict in Industrial Society (GR 143)

Erik Olin Wright: A General Framework for the Analysis of Class Structure (GR 149)

Weberian

Max Weber (GR: 165-216)

Class, Status, Party (GR)

Status Groups and Classes (GR)

Open and Closed Relationships (GR)

Anthony Giddens: The Class Structure of the Advanced Societies (GR 183)

Frank Parkin: Marxism and Class Theory: A Bourgeois Critique (GR 193)

Tak Wing Chan & John H. Goldthorpe: Is There a Status Order in Contemporary British Society? (GR 202)

February 12: Class and occupation

* Emile Durkheim: The Division of Labor in Society (GR 217)

* Kim Weeden & David B. Grusky: The Three Worlds of Inequality (GR 222)

Debates

Grusky, David B. and Jesper B. Sørensen. 1998. "[Can Class Analysis Be Salvaged?](#)" American Journal of Sociology 103:1187-1234.

* Grusky, David B. and Kim A. Weeden. 2008. "[Are There Social Classes? A Framework for Testing Sociology's Favorite Concept.](#)" Pp. 65-89 in Social Class: How Does It Work?, edited by A. Lareau and D. Conley. New York: Russell Sage Foundation.

Measuring occupational status

* 24. Donald J. Treiman, Occupational Prestige in Comparative Perspective (GR: 233-236)

* 25. John H. Goldthorpe & Keith Hope Occupational Grading and Occupational Prestige (GR: 237-243)

Duncan, Otis Dudley. 1961. "[A Socioeconomic Index for All Occupations.](#)" Pp. 109-138 in Occupations and Social Status, edited by A. J. Reiss Jr. New York: The Free Press.

* 26. David L. Featherman & Robert M. Hauser, Prestige or Socioeconomic Scales in the Study of Occupational Achievement? (GR: 244-245)

Hodge, Robert W. 1981. "The measurement of occupational status." *Social Science Research* 10:396-415. <http://www.sciencedirect.com/science/article/pii/0049089X81900120>

Hodge, Robert W., Paul M. Siegel, and Peter H. Rossi. 1964. "Occupational Prestige in the United States, 1925-63." *American Journal of Sociology* 70:286-302.
<http://www.jstor.org/stable/2775067>

Nakao, Keiko and Judith Treas. 1994. "Updating Occupational Prestige and Socioeconomic Scores: How the New Measures Measure up." *Sociological Methodology* 24:1-72.
<http://www.jstor.org/stable/270978>

Erikson, Robert and John H. Goldthorpe. 1993. Pp. 28-47 in [The Constant Flux: A Study of Class Mobility in Industrial Societies](#). Oxford: Clarendon Press. [note page numbers]

Xueguang Zhou. 2005. "[The Institutional Logic of Occupational Prestige Ranking: Reconceptualization and Reanalyses](#)." *American Journal of Sociology* 111:90-140.

* 27. Robert M. Hauser & John Robert Warren, Socioeconomic Indexes for Occupations: A Review, Update, and Critique (GR: 246-250)

Jencks, Christopher, Lauri Perman, and Lee Rainwater. 1988. "What is a Good job? A New Measure of Labor-Market Success." *American Journal of Sociology* 93:1322-1357.
<http://www.jstor.org/stable/2780816>

Wodtke, Geoffrey T. 2016. "[Social Class and Income Inequality in the United States: Ownership, Authority, and Personal Income Distribution from 1980 to 2010](#)." *American Journal of Sociology* 121:1375-1415.

Occupations as a site of inequality

Zhou, Xueguang. 1993. "[Occupational Power, State Capacities and the Diffusion of Licensing in the American States](#)." *American Sociological Review* 58.

* Kim A. Weeden. 2002. "Why Do Some Occupations Pay More than Others? Social Closure and Earnings Inequality in the United States." *American Journal of Sociology* 108:55-101.
<http://www.jstor.org/stable/10.1086/344121>

* Xie, Yu, Alexandra Killewald, and Christopher Near. 2016. "Between- and Within-Occupation Inequality: The Case of High-Status Professions." *The ANNALS of the American Academy of Political and Social Science* 663:53-79. <http://ann.sagepub.com/cgi/content/abstract/663/1/53>

Atalay, Engin, Phai Phongthientham, Sebastian Sotelo, and Daniel Tannenbaum. 2017. "[The Evolving U.S. Occupational Structure](#)."

Grodsky, Eric and Devah Pager. 2001. "The Structure of Disadvantage: Individual and Occupational Determinants of the Black-White Wage Gap." *American Sociological Review* 66:542-567. <http://www.jstor.org/stable/3088922>

Dwyer, Rachel E. 2013. "The Care Economy? Gender, Economic Restructuring, and Job Polarization in the U.S. Labor Market." *American Sociological Review* 78:390-416. <http://asr.sagepub.com/content/78/3/390.abstract>

Mouw, Ted and Arne L. Kalleberg. 2010. "[Occupations and the Structure of Wage Inequality in the United States, 1980s to 2000s.](#)" *American Sociological Review* 75:402-431.

February 19: Occupational mobility and status attainment

* Duncan, Otis Dudley. 1966. "[Methodological Issues in the Analysis of Social Mobility.](#)" Pp. 51-97 in *Social Structure and Mobility in Economic Development*, edited by N. Smelser and S. M. Lipset. Chicago: Aldine Publishing Company.

Sørensen, Aage Bøttger. 1975. "Models of Social Mobility." *Social Science Research* 4:65-92. <http://www.sciencedirect.com/science/article/pii/0049089X75900198>

Song, Xi and Robert D. Mare. 2015. "[Prospective Versus Retrospective Approaches to the Study of Intergenerational Social Mobility.](#)" *Sociological Methods & Research* 44:555-584.

* Goodman, Leo A. 1965. "On the Statistical Analysis of Mobility Tables." *American Journal of Sociology* 70:564-585. <http://www.jstor.org/stable/2774977> [NOTE: Do not get hung up trying to understand all the math for class.]

52. David L. Featherman & Robert M. Hauser. *A Refined Model of Occupational Mobility* (GR:426-436)

Hout, Michael. 1984. "Status, Autonomy, and Training in Occupational Mobility." *American Journal of Sociology* 89:1379-1409. <http://www.jstor.org/stable/2779187>

Sobel, Michael E., Michael Hout, and Otis Dudley Duncan. 1985. "Exchange, Structure, and Symmetry in Occupational Mobility." *American Journal of Sociology* 91:359-372. <http://www.jstor.org/stable/2779763>

* Hout, Michael. 1988. "More Universalism, Less Structural Mobility: The American Occupational Structure in the 1980s." *American Journal of Sociology* 93:1358-1400. <http://www.jstor.org/stable/2780817>

55. Jan O. Jonsson, David B. Grusky, Matthew Di Carlo, & Reinhard Pollak. *It's a Decent Bet That Our Children Will Be Professors Too* (GR: 480-500)

* Mitnik, Pablo A., Erin Cumberworth, and David B. Grusky. 2016. "Social Mobility in a High-Inequality Regime." *The ANNALS of the American Academy of Political and Social Science* 663:140-184. <http://ann.sagepub.com/cgi/content/abstract/663/1/140>

Pfeffer, Fabian T. and Florian R. Hertel. 2015. "How Has Educational Expansion Shaped Social Mobility Trends in the United States?" *Social Forces* 94:143-180. https://muse-jhu-edu.ezproxy.library.wisc.edu/journals/social_forces/v094/94.1.pfeffer.pdf

* Mazumder, Bhashkar and Miguel Acosta. 2015. "Using Occupation to Measure Intergenerational Mobility." *The ANNALS of the American Academy of Political and Social Science* 657:174-193. <http://ann.sagepub.com/cgi/content/abstract/657/1/174>

Comparative models of occupational mobility

Treiman, Donald J. 1970. "Industrialization and Social Stratification." *Sociological Inquiry* 40:207-234. <http://dx.doi.org/10.1111/j.1475-682X.1970.tb01009.x>

* 53. Robert Erikson & John H. Goldthorpe. *Trends in Class Mobility: The Post-War European Experience* (GR: 453-463)

54. Richard Breen. *Social Mobility in Europe* (GR: 464-479)

Featherman, David L., F. Lancaster Jones, and Robert M. Hauser. 1975. "Assumptions of Social Mobility Research in the U.S.: The Case of Occupational Status." *Social Science Research* 4:329-360. <http://www.sciencedirect.com/science/article/pii/0049089X75900022>

Grusky, David B. and Robert M. Hauser. 1984. "[Comparative Social Mobility Revisited: Models of Convergence and Divergence in 16 Countries.](#)" *American Sociological Review* 49:19-38.

Kurz, Karin and Walter Müller. 1987. "Class Mobility in the Industrial World." *Annual Review of Sociology* 13:417-442. <http://www.jstor.org/stable/2083255>

Hout, Michael and Robert M. Hauser. 1992. "Symmetry and hierarchy in social mobility: a methodological analysis of the CASMIN model of class mobility." *European Sociological Review* 8:239-266. <http://esr.oxfordjournals.org/content/8/3/239.abstract>

Long, Jason and Joseph Ferrie. 2013. "Intergenerational Occupational Mobility in Great Britain and the United States since 1850." *American Economic Review* 103:1109-37. www.aeaweb.org/articles.php?doi=10.1257/aer.103.4.1109

Esping-Andersen, Gosta and Sander Wagner. 2012. "Asymmetries in the opportunity structure. Intergenerational mobility trends in Europe." *Research in Social Stratification and Mobility* 30:473-487. <http://www.sciencedirect.com/science/article/pii/S0276562412000273>

Maas, Ineke and Marco H. D. van Leeuwen. 2016. "[Toward Open Societies? Trends in Male Intergenerational Class Mobility in European Countries during Industrialization.](#)" *American Journal of Sociology* 122:838-885.

Classic Models of Status Attainment

* 58. Peter M. Blau & Otis Dudley Duncan, with the collaboration of Andrea Tyree. *The Process of Stratification* (GR: 506-516)

59. Christopher Jencks, Marshall Smith, Henry Acland, Mary Jo Bane, David Cohen, Herbert Gintis, Barbara Heyns, & Stephan Michelson. *Inequality: A Reassessment of the Effect of Family and Schooling in America* (GR: 517-523)

Social Psychological Models

* 67. William H. Sewell, Archibald O. Haller, & Alejandro Portes. *The Educational and Early Occupational Attainment Process.* (GR: 596-607)

Sewell, William H., Archibald O. Haller, and George W. Ohlendorf. 1970. "The Educational and Early Occupational Status Attainment Process: Replication and Revision." *American Sociological Review* 35:1014-1027. <http://www.jstor.org/stable/2093379>

Jencks, Christopher, James Crouse, and Peter Mueser. 1983. "The Wisconsin Model of Status Attainment: A National Replication with Improved Measures of Ability and Aspiration." *Sociology of Education* 56:3-19. <http://www.jstor.org/stable/2112300>

Variation across groups

Duncan, Beverly and Otis Dudley Duncan. 1968. "Minorities and the Process of Stratification." *American Sociological Review* 33:356-364. <http://www.jstor.org/stable/2091911>

Tienda, Marta. 1982. "Sex, Ethnicity and Chicano Status Attainment." *International Migration Review* 16:435-473. <http://www.jstor.org/stable/2545106>

Sewell, William H., Robert M. Hauser, and Wendy C. Wolf. 1980. "Sex, Schooling, and Occupational Status." *American Journal of Sociology* 86:551-583. <http://www.jstor.org/stable/2778629>

Conley, Dalton and Rebecca Glauber. 2008. "All in the family? Family composition, resources, and sibling similarity in socioeconomic status." *Research in Social Stratification and Mobility* 26:297-306. <http://www.sciencedirect.com/science/article/pii/S0276562408000292>

Critiques

* Bielby, William T. 1981. "[Models of Status Attainment.](#)" *Research in Social Stratification and Mobility* 1:3-26.

Kerckhoff, Alan C. 1976. "The Status Attainment Process: Socialization or Allocation?" *Social Forces* 55:368-381. <http://www.jstor.org/stable/2576228>

Campbell, Richard T. 1983. "Status Attainment Research: End of the Beginning or Beginning of the End?" *Sociology of Education* 56:47-62. <http://www.jstor.org/stable/2112302>

* 69. Stephen L. Morgan. A New Social Psychological Model of Educational Attainment (GR: 621-628)

Nielsen, Francois. 2006. "Achievement and Ascription in Educational Attainment: Genetic and Environmental Influences on Adolescent Schooling." *Social Forces* 85:193-216. <http://www.jstor.org/stable/3844413>

Multigenerational patterns of attainment

* Mare, Robert D. 2011. "A Multigenerational View of Inequality." *Demography* 48:1-23. <http://dx.doi.org/10.1007/s13524-011-0014-7>

Solon, Gary. 2015. "[What Do We Know So Far about Multigenerational Mobility?](#)" NBER Working Paper Series (21053).

Ferrie, Joseph, Catherine Massey, and Jonathan Rothbaum. 2016. "[Do Grandparents and Great-Grandparents Matter? Multigenerational Mobility in the US, 1910-2013.](#)" National Bureau of Economic Research Working Paper Series No. 22635.

Kroeger, Sarah and Owen Thompson. 2016. "[Educational mobility across three generations of American women.](#)" *Economics of Education Review* 53:72-86.

Warren, John Robert and Robert M. Hauser. 1997. "Social Stratification across Three Generations: New Evidence from the Wisconsin Longitudinal Study." *American Sociological Review* 62:561-572. <http://www.jstor.org/stable/2657426>

Jæger, Mads Meier. 2012. "The Extended Family and Children's Educational Success." *American Sociological Review* 77:903-922. <http://asr.sagepub.com/content/77/6/903.abstract>

Chan, Tak Wing and Vikki Boliver. 2013. "The Grandparents Effect in Social Mobility: Evidence from British Birth Cohort Studies." *American Sociological Review* 78:662-678. <http://asr.sagepub.com/content/78/4/662.abstract>

Pfeffer, Fabian. 2014. "Multigenerational Approaches to Social Mobility: A Multifaceted Research Agenda." *Research in Social Stratification and Mobility* 35:1-12. http://fabianpfeffer.com/wp-content/uploads/Pfeffer2014_Draft.pdf

Hällsten, Martin. 2014. "Inequality across Three and Four Generations in Egalitarian Sweden: 1st and 2nd Cousin Correlations in Socio-economic Outcomes." *Research in Social Stratification and Mobility* 35:19-33. <http://www.sciencedirect.com/science/article/pii/S0276562413000437>

Hällsten, Martin and Fabian T. Pfeffer. 2017. "[Grand Advantage: Family Wealth and Grandchildren's Educational Achievement in Sweden.](#)" *American Sociological Review* 82:328-360.

Lindahl, Mikael, Mårten Palme, Sofia Sandgren Massih, and Anna Sjögren. 2015. "[Long-Term Intergenerational Persistence of Human Capital: An Empirical Analysis of Four Generations.](#)" *Journal of Human Resources* 50:1-33.

February 26: Income, wealth and skills

The distribution of income and wealth

* Piketty, Thomas, Emmanuel Saez, and Gabriel Zucman. 2018. "[Distributional National Accounts: Methods and Estimates for the United States*](#)." *The Quarterly Journal of Economics*.

Larrimore, Jeff, Richard V. Burkhauser, Gerald Auten, and Philip Armour. 2016. "[Recent Trends in U.S. Top Income Shares in Tax Record Data Using More Comprehensive Measures of Income Including Accrued Capital Gains.](#)" National Bureau of Economic Research Working Paper Series No. 23007.

Western, Bruce, Deirdre Bloome, Benjamin Sosnaud, and Laura Tach. 2012. "Economic Insecurity and Social Stratification." *Annual Review of Sociology* 38:341-359.
<http://www.annualreviews.org/doi/abs/10.1146/annurev-soc-071811-145434>

* McCall, Leslie and Christine Percheski. 2010. "Income Inequality: New Trends and Research Directions." *Annual Review of Sociology* 36:329-347.
<http://www.annualreviews.org/doi/abs/10.1146/annurev.soc.012809.102541>

Güvenen, Fatih, Greg Kaplan, Jae Song, and Justin Weidner. 2017. "[Lifetime Incomes in the United States over Six Decades.](#)" National Bureau of Economic Research Working Paper Series No. 23371.

Western, Bruce, Deirdre Bloome, and Christine Percheski. 2008. "Inequality among American Families with Children, 1975 to 2005." *American Sociological Review* 73:903-920.
<http://asr.sagepub.com/content/73/6/903.abstract>

Wolff, Edward N. 2010. "Recent Trends in Household Wealth in the United States: Rising Debt and the Middle-Class Squeeze - An Update to 2007." Levy Economics Institute Working Papers Series (159). http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1585409.

Wolff, Edward N. 2017. "[Household Wealth Trends in the United States, 1962 to 2016: Has Middle Class Wealth Recovered?](#)" National Bureau of Economic Research Working Paper Series No. 24085.

Kennickell, Arthur B. 2009. "Ponds and Streams: Wealth and Income in the U.S., 1989 to 2007." Washington, D.C. <http://www.federalreserve.gov/pubs/feds/2009/200913/200913pap.pdf>

* Killewald, Alexandra, Fabian T. Pfeffer, and Jared N. Schachner. 2017. "[Wealth Inequality and Accumulation](#)." *Annual Review of Sociology* 43:379-404.

The transmission of income and wealth

* 56. Gary Solon. Intergenerational Income Mobility. (GR: 496-500)

Aaronson, Daniel and Bhashkar Mazumder. 2008. "[Intergenerational Economic Mobility in the United States, 1940 to 2000](#)." *Journal of Human Resources* 43:139-172.

Mazumder, Bhashkar. 2005. "Fortunate Sons: New Estimates of Intergenerational Mobility in the United States Using Social Security Earnings Data." *The Review of Economics and Statistics* 87:235-255. <http://www.jstor.org/stable/40042900>

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March 19: Labor markets

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