



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School New College of Interdisciplinary Arts and Sciences Department School of Humanities, Arts & Cultural Studies
Prefix AMS Number 334 Title Class in America Units: 3
Is this a cross-listed course? No If yes, please identify course(s) N/A

Is this a shared course? No If so, list all academic units offering this course N/A

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? No
If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials N/A (Required)

Course description: Explores social class and inequality in the U.S. including history, culture, work, politics, globalization, and intersections of gender, race, ethnicity, and place.

Requested designation: Mandatory Review: No

Cultural Diversity in the United States-C
Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Eric Swank E-mail eric.swank@asu.edu Phone (602)543-1021

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis G. Mendoza Date: 9/16/16

Chair/Director (Signature): [Signature]

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA		
CULTURAL DIVERSITY IN THE UNITED STATES		
YES	NO	Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.

Course Prefix	Number	Title	General Studies Designation
AMS	334	Class in America	C

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example -See 2b. Compares 2 U.S. cultures	Example -Compares Latino & African American Music	Example -See Syllabus Pg. 5
1	The course emphasizes the experiences of social class through intersections with gender, race, and sexual identities from a U.S. based perspectives.	Syllabus course description and reading list
2a	The course examines the ethnographies of gender expectations and racial attitudes in light of issues of employment and work experiences and conditions.	Syllabus. Learning Outcomes, reading list and table of contents.
2c	The course emphasizes diverse experiences of different socioeconomic statuses, genders, races, and sexualities. The class focuses on economic differences within and between groups.	Syllabus reading list and course description

AMS 334 Class in America

Professor Eric Swank
Spring 2016
Monday and Wednesday, 3:00-4:15 PM
CLCC 104

Email: Eric.Swank@asu.edu
Office: FAB N256
Office hours: Wednesday 1:30 to 2:45pm
& by appointment

COURSE DESCRIPTION:

This course examines class inequality in American society. It not only describes how the rich, the poor, and the middle classes live, but also how they relate to one another. Topics include the strategies used by the rich for maintaining the status quo, the hopes cherished by the middle class for improving their position, and the obstacles that keep the poor disadvantaged. This course also explores the detrimental consequences of class disparities as well as the ways the social norms are patterned along social class lines. Readings will emphasize the dynamics of inequality as they intersect with class, race, gender, and sexualities. This course emphasizes that inequality does not “just happen”, but rather is a result of the way our society is structured.

We will begin the course with an overview of social stratification and a historical analysis of rising inequality in America. Following these readings, we will turn our attention to each economic class in our society: the owners and highly paid professionals, entrepreneurs, and managerial employees; middle-class white-collar employees, the working poor, and the impoverished. These readings constitute a systematic comparison of various classes in American society. Through addressing these various social classes, we will discuss the types of jobs people have, the way that people accept or challenge class identities, the role of education in class mobility, and how family expectations vary by social class (among other things).

After reviewing the relevant literature, you will then design and execute your own original research project on class identities or class culture. You will have the opportunity to engage in each step of the research process, from question formulation and data collection to analysis and write-up. The methodological focus for this project will be on interviews and ethnographic data. Along the way we will have workshops on how to successfully accomplish each stage of the research process as related to class inequalities.

Commented [TE1]: #1 The course emphasizes the experiences of social class through intersections with gender, race, and sexual identities from a U.S. based perspectives.

REQUIRED TEXT:

Massey, D. S. (2007). *Categorically unequal: The American stratification system*. Russell Sage Foundation.

Additional articles available through Blackboard

LEARNING OUTCOMES:

AMS 334 will enable students to:

1. Gain knowledge of the broad contours of social inequality in American society.

2. Describe the impact of social stratification upon the life chances of people in different socio-economic locations.
3. Compare and contrast popular/public perceptions of inequality with an academic analysis of inequalities.
4. Apply course materials to real-life experiences.
5. Become a better critical reader, thinker, and writer, capable of posing, engaging, answering, and responding to a variety of complex questions.
6. Intelligently plan and conduct a research paper that uses key concepts and assertions found in class readings.
7. Take ownership of your education in an active and critically engaged way.

Commented [TE2]: 2a Learning Outcomes: In-depth study of culture, cultural experiences, work, and education in American society, as it relates to inequality, socio-economics.

ASSIGNMENTS/ACTIVITIES:

Course assignments will enhance your understanding of the debates around social class. Assignments will explore your comprehension of class content and your ability to apply this content to social inequalities in Arizona. Please note, below are only brief descriptions of the expectations for the assignments of the course as greater details will be provided in later class sessions.

1. Careful and Engaged Reading:

Our readings are of two sorts. 1) *Categorically Unequal* is a book that provides broad descriptions of how social class divisions are created, maintained, and challenged in the United States (please obtain a hard copy rather than an electronic copy—it is available online for less than \$20 new and around \$5 used); 2) Blackboard readings on specific elements of social class dynamics. These readings offer original research that comes from peer-reviewed journals. The readings will introduce you to key concepts and evidence on social class matters and also serve as exemplars (and inspiration) for our own study on class identities.

When paying close attention to each text; you should strive to read attentively by jotting down notes and queries in the margins, circling key words and passages, looking up unfamiliar terms, and underlining themes or issues you find intriguing. Moreover, be sure to record any passages or ideas that are pertinent to the theories and methods that will be in your research proposal for this semester.

2. Pop Quizzes:

To explore your understanding the material, you will be asked to take 12 unannounced quizzes throughout the semester. These short quizzes will ask for two or three sentence responses to questions about the readings for the day (you should read and try to understand the class reading before entering class). Quizzes will be conducted at the start of class and there are no make-up quizzes for those who arrive late or miss the class. Each quiz will be worth 5 points each and I will also throw out the two lowest scores in the final calculation of grades (50 points possible for all quizzes).

3. Take Home Exam

This essay based exam will consist of four to five open-ended questions. Exam questions will come from readings and topics discussion in class, and will have focus on comparing and contrasting the arguments made in different readings. This exam will be open-book,

open-note and run about six to eight pages long (the exam will be submitted via blackboard and is due February 29 by 3pm)

4. **Public Transportation paper**

Note: A more detailed assignment sheet will be handed out later in the semester. This assignment asks you to observe and analyze the class dynamics on public transportation (specifically, a city bus or light rail). While riding on a route that you will choose, you will keep notes on who rides the bus, the neighborhoods it passes through, the speed of travel, the cost of the ticket, and your overall experience riding the bus. A one-page observation log will be provided to students as will a longer description of how to complete this assignment. Because it is important for you to observe in detail the neighborhoods and communities the bus goes through, you are advised to ride the bus during the day.

After observations are complete, you will compose a three-part paper. In the first section you will succinctly describe the bus ride, including the demographics of the ridership, how long it took, changing neighborhood conditions, and any other impression made during the trip. The second part of the paper requires you to find supplemental data on the communities that the bus travels through (i.e., the poverty levels of some of the neighborhoods, the amount of school funding for different school districts, access to health food stores). The third and last section asks you to reflect on what it would be like to rely on the city bus as your only form of transportation (some of you may already rely solely on the bus). Papers will be typed and range from five to seven pages. (Due February 10 and 3pm on Blackboard)

5. **Interview Paper**

Note: A more detailed assignment sheet will be handed out later in the semester. The course is structured around issues of social class. During our semester together, we will discuss various components of the relationship between social class locations, identities, and life experiences. This paper asks you to apply some of concepts and claims in the class to people in Phoenix. As individuals or groups of two, you will conduct interviews that deal with how people from different social classes understand the world. By using class readings as a starting point, you will look to class readings for a topic that interests you (for example, working class mothers' relationship to their children) and will then construct an interview guide (that is, questions you will ask to someone) that will probe key aspects of that idea from the class readings. Later this interview guide will frame your conversations with people from different social classes (you will select and interview informants throughout the semester). The final paper will combine your literature review with a thematic analysis of the responses of people to your interview questions.

The elements of the entire interview paper are as follows:

Interview Guide: In Week 11 of the semester, you will submit your interview guide (3 to 4 pages). Each interview should: 1) State the focus of your paper; 2) Elaborate the key theoretical and empirical claims of the class readings you are analyzing; 3) Provide a complete interview guide that contains the open-ended questions that will lead your future interviews; 4) Briefly identify how you will select your people to interview, and 5) cite the article(s) you are using in the study (due 3/21 before 3 pm on Blackboard).

Final Paper: In Week 16 of the semester, your completed paper will use your interviews to evaluate the applicability and accuracy of the class reading (15 to 25 pages). At the bare minimum this paper will 1) elaborate the key dimensions of your topic; 2) address why your topic is important; 3) discuss the class reading and literature that informs your interview guide; 4) incorporate your interview guide into the text; 5) discuss how and why you selected your research participants; 6) provide a detailed narrative analysis of the common and less common themes that appear in the sample of your participants; and 7) explore how the themes in your sample is similar or different than the findings in the class reading that informed the interview guide (Due 4/27 before 3pm on Blackboard).

6. **Attendance & Participation:** You are required to be present and to participate in class discussion on a regular basis. Because this course is designed as an interactive seminar, active participation is essential and required and will enhance your comprehension and experience in class. Plan to come to class prepared, arrive on time, listen carefully and participate frequently. All students will start with a perfect score on attendance and, after one absence, each additional class missed will result in a loss of five points from that original score of 50 points. Any additional absences must be documented by a doctor's note.

GRADING:

Assignment will be graded on a point system as follows:

- | | |
|--------------------------------|------------|
| 1. Pop Quizzes | 50 points |
| 2. Take Home Exam | 300 points |
| 3. Public Transportation Paper | 150 points |
| 4. Interview Guide | 150 points |
| 5. Final Interview Paper | 300 points |
| 6. Attendance | 50 points |

Final grades will be calculated on this grading scale:

970-1000 points A+
930-969 points A
900-929 points A-
870-899 points B+
830-869 points B
800-829 points B-
700-799 points C
600-699 points D
599 or below E

COURSE POLICIES:

Blackboard Site: The course Blackboard includes information about the course (syllabus, exams, and assignments) along with additional resources for the readings and ideas covered in class.

Collaboration: Our classroom is a space for collaborative learning. Please be willing to ask and answer questions and to share your skills, knowledge, and ideas. Together we are responsible for creating a productive, engaged learning environment.

Because much of our course is based on a collaborative model, I encourage you to introduce yourself to people in class, learn names, exchange contact information with several people so that you can form study groups, find out what you missed if you were absent, and help to create a sense of community in class and on our campus.

Communication devices: Please turn-off cell phones and two-way communication devices before the start of each class. Texting and doing email, Facebook, internet browsing, or any other social media during class is not acceptable.

Communication: Face to face conversations is the ideal way to discuss class content. I hope to see all of you in my office hours this semester to discuss your projects. The second best way to reach me outside of class is via email at Eric.Swank@asu.edu. I generally check my email daily and will likely reply within 24 hours during the weekdays. Just remember that complicated theoretical and substantive questions, and rough drafts of papers, are not well suited to email exchanges and are better for in person office hour meetings. Additionally, I sometimes use email to contact class members with important course-related information. **Be sure to check your ASU email regularly throughout the semester.**

Timely Completion of Assignments: Advance notice of due dates for all assignments will allow you to avoid missing deadlines. Late work will not be accepted and any missed assignments will receive zero points.

Course/Instructor Evaluation: The course/instructor evaluation will be conducted online 7-10 days before the last day of classes at the end of the semester. Your responses are anonymous. I will not have any access to them until after grades have been submitted and, even then, they remain anonymous. About two weeks before the class finishes, watch for an e-mail with "Course/Instructor Evaluation" in the subject heading and please take a few moments to fill out the evaluation. Your feedback is very important to me. I greatly appreciate your cooperation.

Academic Integrity: The highest standards of academic integrity are expected of all students. Students should familiarize themselves with the Student Academic Integrity Policy as outlined at <http://provost.asu.edu/academicintegrity>. This policy details those behaviors considered to be violations of academic integrity (e.g., cheating, plagiarism) and provides guidelines as to the imposition of various sanctions, including a reduction in grade, suspension, and expulsion. I urge you to be diligent because a case of plagiarism will result in at least an “F” on the assignment concerned, if not failure in the course and disciplinary action by the university.

CAMPUS RESOURCES

West Campus Student Services: ASU offers many opportunities to help students be successful right here on the West campus. Visit the Student Success website to learn about university programs, services, events, and activities: [www. http://studentsuccess.asu.edu/frontpage](http://studentsuccess.asu.edu/frontpage). Familiarize yourself with all ASU has to offer and take advantage of what you need to be successful.

Learning Accommodations: If you need accommodations based on the impact of a disability, you are strongly encouraged to see me in my office or to contact the Disability Resource Center in UCB 130 at the beginning of the semester. I rely on the Disability Resource Center to assist me in verifying the need for accommodation and in determining appropriate strategies. Disclosure of a disability to the University is optional and confidential; however, seeking accommodations and additional support services to help you achieve academic success.

Library Services: ASU’s West campus library’s collection includes more than 400,000 volumes, supports the West campus curriculum and features an extensive media collection, group and individual study space, and a copy center. The three-story library is open seven days a week. Housed in the library’s lower level are the Student Success Center and the Computing Commons. Students will also be expected to use inter-library loan throughout the semester.

Graduate Writing Center: All of your graded work this semester requires writing. Writing proficiency is considered a significant part of any grade assigned. In other words, pay attention to what you are saying and how you are saying it. [Plan time to copy edit](#). Do what is necessary to ensure error-free, college-level writing. The Graduate Writing Center is located in in Fletcher Library, Lower Level, Room 2. Visit the Graduate Writing Center website to set up an appointment: <http://tutoring/asu/edu/graduate>.

Reading Schedule (Please note this schedule is subject to change.)

Commented [TE3]: 1 All Weekly Readings contribute to students' understanding of cultural diversity in contemporary U.S. society.

WEEK 1 KEY CONCEPTS

1/13 Massey, *Categorically Unequal*: Chapter 1: How Stratification Works (pages 1-27)

WEEK 2 ECONOMIC POLARIZATION IN THE LAST 40 YEARS

1/18 MLK Holiday—no class.

1/20 Massey, *Categorically Unequal* Chapter 2: The Rise and Fall of Egalitarian Capitalism (pages 28-50).

WEEK 3 THE LOGIC OF JOBS AND WORK

1/25 Moody, K. (1997). *Workers in a Lean World*: Chapter 5 the Rise and limits of Lean Production (blackboard)

Besen-Cassino, Y. (2013). Cool Stores Bad Jobs. *Contexts*, 12(4), 42-47 (blackboard)

1/27 Powell, B., & Skarbek, D. (2006). Sweatshops and third world living standards: Are the jobs worth the sweat? *Journal of Labor Research*, 27(2), 263-274 (blackboard)

We will discuss Public Transportation Assignment

WEEK 4 RACE AND GENDER INEQUALITIES

2/1 Massey, *Categorically Unequal*, Chapter 3: Reworking the Color Line (pages 51-112)

Walker, R. E., Keane, C. R., & Burke, J. G. (2010). Disparities and access to healthy food in the United States: a review of food deserts literature. *Health & place*, 16(5), 876-884 (blackboard)

2/3 Massey, *Categorically Unequal*, Chapter 6 Engendering Inequality (pages 211-242)

Commented [TE4]: 2C Diversity of experiences

WEEK 5 CREATING AND THINKING ABOUT THE RICH

2/8 Rosenfeld, J. P. (2009). The Silver Spoon: Inheritance and the Staggered Start. in *The Meritocracy Myth*, Rowman and Littlefield (blackboard)

2/10 McCall, L. (2013). *The Undeserving Rich*, Chapter 3 American Beliefs about Inequality (blackboard)

Public Transportation Assignment Due (3pm via blackboard)

WEEK 6 CREATING AND THINKING ABOUT THE POOR

2/15 Massey, *Categorically Unequal*: Chapter 4 Building a better Underclass (pages 113-158).

2/17 Gans, H. J. (1972). The positive functions of poverty. *American Journal of Sociology*, 275-289 (blackboard)

WEEK 7 POOR AND MIDDLE CLASS IDENTITIES

2/22 Snow, D. A., & Anderson, L. (1987). Identity work among the homeless: The verbal construction and avowal of personal identities. *American Journal of Sociology*, 1336-1371 (blackboard)

We will discuss Take Home Exam #1 and I will hand out the exam

2/24 Khan, S., & Jerolmack, C. (2013). Saying meritocracy and doing privilege. *The Sociological Quarterly*, 54(1), 9-19 (blackboard)

Commented [TE5]: 2a Ethnography of class, race, and gender

Commented [TE6]: 2a Ethnography of class, race, and gender

WEEK 8 MIDDLE CLASS IDENTITIES

- 2/29 **Take Home Exam #1 Due 3pm via blackboard**
We will discuss the Interview Paper
- 3/2 Lawler, S. (2005). Disgusted subjects: The making of middle-class identities. *The Sociological Review*, 53(3), 429-446 (blackboard)
Kaufman, P. (2005). Middle-class social reproduction: The activation and negotiation of structural advantages. *Sociological Forum*, 20, 245-270 (blackboard)

Commented [TE7]: 2a Week 8 focuses on ethnographies of class, race, and gender
2c Diverse experiences

WEEK 9 SPRING BREAK

- 3/7 No Class / Read ahead, get going on your research, enjoy!

WEEK 10 MIDDLE CLASS JOBS- RACE AND GENDER INTERSECTIONS

- 3/14 Garcia-Lopez, G., & Segura, D. A. (2008). "They Are Testing You All the Time": Negotiating Dual Femininities among Chicana Attorneys. *Feminist Studies*, 229-258 (blackboard)
Evans, L., & Moore, W. L. (2015). Impossible burdens: White institutions, emotional labor, and micro-resistance. *Social Problems*, 62(3), 439-454 (blackboard)
- 3/16 Workshop on developing your interview guide

Commented [TE8]: Week 10:
2a Ethnography of class, race, and gender
2c Diverse experiences

WEEK 11 WORKING CLASS IDENTITIES

- 3/21 Lamont, M., & Lamont, M. (2009). *The dignity of working men: Morality and the boundaries of race, class, and immigration*, Chapter 3 (blackboard)
- Interview Guide due (via blackboard 3pm)**
- 3/23 Pyke, K. D. (1996). Class-based masculinities the interdependence of gender, class, and interpersonal power. *Gender & Society*, 10(5), 527-549. (blackboard)
Mittra, D. (2008). Punjabi American Taxi Drivers: The new white working class?. *Journal of Asian American Studies*, 11(3), 303-336 (blackboard)

Commented [TE9]: Week 11:
2c Diverse experiences

WEEK 12 CLASS AND PRIMARY EDUCATION

- 3/28 Anyon, J. (1980). Social class and the hidden curriculum of work. *Journal of Education*, 67-92 (blackboard)
- 3/30 Bettie, J. (2002). Exceptions to the Rule Upwardly Mobile White and Mexican American High School Girls. *Gender & Society*, 16(3), 403-422 (blackboard)

Commented [TE10]: Week 12:
2c Diverse experiences

WEEK 13 CLASS AND COLLEGE

- 4/4 Aries, E., & Seider, M. (2005). The interactive relationship between class identity and the college experience: The case of lower income students. *Qualitative Sociology*, 28(4), 419-443 (blackboard)
- 4/6 Armstrong, E. A., Hamilton, L. T., Armstrong, E. M., & Seeley, J. L. (2014). "Good Girls" Gender, Social Class, and Slut Discourse on Campus. *Social Psychology Quarterly*, 77(2), 100-122. (blackboard).

WEEK 14 CLASS, EDUCATION, AND GETTING A JOB

- 4/11 Rivera, L. A. (2011). Ivies, extracurriculars, and exclusion: Elite employers' use of educational credentials. *Research in Social Stratification and Mobility*, 29(1), 71-90 (blackboard)

4/13 Kennelly, I. (1999). "THAT SINGLE-MOTHER ELEMENT" How White Employers Typify Black Women. *Gender & Society*, 13(2), 168-192 (blackboard)

Commented [TE11]: Week 14:
2a Ethnographies of gender, race and class

WEEK 15 CLASS AND FAMILIES

4/18 Legerski, E. M., & Cornwall, M. (2010). Working-class job loss, gender, and the negotiation of household labor. *Gender & Society*, 24(4), 447-474. (blackboard)

4/20 Vincent, C., & Ball, S. J. (2007). Making up 'the middle-class child: families, activities and class dispositions. *Sociology*, 41(6), 1061-1077. (blackboard)

Commented [TE12]: Week 15:
2c diverse experiences

WEEK 16 CLASS AND SOCIAL MOVEMENTS

4/25 Goldberg, Gertrude (2015). Where are today's Mass Movements? *Dollars & Sense* (blackboard)

Gitlin, T. (2013). Occupy's predicament: The moment and the prospects for the movement. *The British Journal of Sociology*, 64(1), 3-25. (blackboard)

4/27 **Interview Paper Due (by 3pm on blackboard)**

We will discuss student papers and have an end-of-semester party during this class.

Categorically Unequal

The American Stratification
System



Douglas S. Massey

A Russell Sage Foundation Centennial Volume

Russell Sage Foundation
New York

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