

Prelim in Social Stratification and Class Analysis
May 29/30, 2013

Part I – First three hour session of two sessions.

Answer Question 1. Then, answer Question 2 *or* Question 3.

Question 1 (Required)

For **8 [EIGHT]** of the following terms, identify the content of the term, its use in social stratification and class analysis, and key authors debating/using the concept and their perspective.

- a)damaged social relation
- b)poverty cycle
- c)natural growth
- d)ascription
- e)proletariat
- f)contradictory class locations
- g)decommodification
- h)purchasing power parity
- i)selective attrition
- j)unremarked revolution
- k)thesis of industrialism
- l)emotional labor

Question 2

List the major explanations that have been offered for women’s greater academic achievement compared to men despite women’s lower pay compared to men. Afterwards, critically evaluate the research evidence bearing on three explanations. Given that evidence, please describe, in detail, a research project that might reveal the primary cause of this pattern. In describing the proposed research, please be sure to ground the description of it in a state-of-the-art understanding of the limits and possibilities of specific empirical research approaches, with special emphasis on the challenges of establishing causality.

Question 3

Place the “wrong-networks” (WN) literature in relation to social capital theory as defined by Coleman, Lin, and (implicitly) the Wisconsin model. The discussion should culminate in establishing your assessment of whether the WN literature is coherently distinct from these other traditions (i.e., does the WN conceive of matters fundamentally differently than any or all of those other traditions) or is it simply another manifestation of these other traditions.

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Part II – Second three hour session of two

–Answer 1 of the following 2 **SETS** of questions (**Either** 1A and 1B **OR** 2A and 2B):

SET 1

Question 1A

Discuss the substantive, methodological, and theoretical aspects of the education transitions literature. Be sure to identify the major patterns analysts have obtained with this method, and the main theoretical explanations for the patterns. Drawing on the literature, identify the implications of each theory, then critically evaluate the explanations for coherence.

and

Question 1B

A major line of stratification theorizing has debated the nature or even the existence of class. Discuss and evaluate these theorists central claims, the empirical evidence bearing on these claims, and the criticisms others have articulated. Be sure to attend to the implications of the positions for a key question for both stratification researchers and other researchers who merely seek to correctly control for persons different locations in a stratified society in their research—whether we should measure class and, if so, how should we do so in the real world of research?

~or~

SET 2

Question 2A

A major line of stratification research has debated the role of class in political contestation. This debate has led analysts to propose a variety of ways of defining class as well as a variety of ways of operationalizing political action. Discuss and evaluate these researchers' central substantive claims, the theoretical bases of these claims, and the criticisms others have articulated. Be sure to attend to the evidentiary basis for the positions discussants espouse.

and

Question 2B

What methodological challenges have analysts encountered in measuring occupations cross-nationally, and how have they resolved those challenges? Given a critical read of the various resolutions analysts have adopted, what patterns in men's and women's occupational mobility have been found? What social theories have been developed or considered to explain the patterns?