

- I. APA Citation
 - A. Britta Solan
- II. What is APA
 - A. The American Psychological Association reference style
 - B. Author-Date reference styles
- III. How to quote?
 - A. If quoting indirectly, the source must be acknowledged in the text by:
 - 1. (author last name, year of publication)
 - B. If quoting directly:
 - 1. (page numbers are also required)
- IV. Books
 - A. In Text
 - 1. Indirect - (Chunn, 1997)
 - 2. Direct - (Chunn, 1997, p.23)
 - B. End of text Ref list
 - 1. Chunn, M. (1997). *Seven voices: Tales of madness and mirth*. Auckland, New Zealand: PEP.
- V. Ranking people
- VI. Basic Principles of Social Stratification
 - A. A trait of society
 - B. Persists over generations
 - C. Universal but variable
 - D. Involves inequality and beliefs
- VII. The Caste System
 - A. Ascription
 - B. Birth determines ...
 - C. Illegal, but elements survive
- VIII. Class Systems
 - A. Social stratification
 - 1. birth + individual achievement
 - B. Social mobility
 - C. Equal standing before the law
 - D. Personal choice
 - E. Meritocracy
- IX. Technological changes - Caste to Class or Meritocracy
 - A. The United Kingdom
 - 1. The *three estates*: nobility, clergy, commoners
 - B. Japan
 - 1. Nobility, samurai, commoners, *burakumin* (outcasts)
 - C. Former Soviet Union
 - 1. Feudal estate system
 - 2. Russian revolution "classless society"
 - 3. *Perestroika* "restructuring"
 - D. China
 - 1. Economic change
 - 2. A new class system

- X. Ideology
 - A. Cultural beliefs that justify stratification
 - B. Plato
 - 1. Every culture - come type of inequality "fair"
 - C. Marx
 - 1. Capitalist societies keep wealth/power for a few
 - D. Spencer
 - 1. "Survival of the fittest"
- XI. The Davis-Moore Thesis
 - A. Social stratification
 - 1. beneficial consequences
 - B. Importance of a position determines rewards
 - C. Egalitarian societies - little incentive
 - D. Critical evaluation
 - 1. Tumin - criteria
 - 2. Parenting
 - 3. Sports and entertainment
- XII. Karl Marx: Class and Conflict
 - A. Relationship to production;
 - 1. "Bourgeoisie"
 - 2. "Proletariat"
 - B. Capitalism - socialism - communism
 - 1. Oppression - organize overthrow
 - C. Didn't happen here - Why?
 - 1. The middle class
 - 2. Higher living standard
 - 3. Labor unions
 - 4. Workplace laws
- XIII. Was Marx Right? (pg. 219)
 - A. Wealth highly concentrated
 - 1. 40% of wealth - 1% of population
 - B. White-collar jobs offer little over past century
 - C. Workers benefits come from struggle
 - D. Law still protects private property of rich
- XIV. Max Weber: Class, Status, and Power
 - A. Two-class system is too simplistic; actually involves more classes
 - B. Dimensions of inequality
 - 1. Economic
 - 2. Social prestige
 - 3. Power
 - C. Status consistency - often low
- XV. Stratification and Interaction
 - A. Conspicuous consumption: (definition)
 - 1. buying and using products because of the "statement" they make about social positions.
- XVI. The Kuznets Curve (in book) - Social Stratification and Technological

Development

- A. Intensity of social stratification
 - 1. Hunting and Gathering = Lowest
 - 2. Horticultural/Pastoral = Medium
 - 3. Agrarian = Highest --think: plantation/slavery, "agriculture"
 - 4. Industrial = Medium-high (some choice, like someone working at a different factory if they don't like where they are at, et cetera)
 - 5. Post-industrial = High-medium
- XVII. WASP
 - A. White Anglo-Saxon Protestant
- XVIII. A Middle Class Society - underestimate the extent of social inequality
 - A. Equal under the law
 - B. Individuality
 - C. Interaction
 - D. Affluent society
- XIX. Dimensions of Social Inequality - Socioeconomic status (SES)
 - A. Socioeconomic Status of class
 - 1. Income
 - 2. Wealth
 - 3. Social power
 - 4. Occupational prestige
 - 5. Schooling
 - B. High or Low **Status consistency** (how close the five things are to each other; all high, all low, all medium, et cetera)
 - 1. You win the power ball (low consistency)
 - 2. You are a garbage man (probably a **high consistency** of a generally **low status**)
 - 3. You are a teacher (somewhat inconsistent)
- XX. Figure 11-1 (p. 281)
 - A. Distribution of Income and Wealth in the United States
 - B. Income, and especially wealth, is divided unequally in U.S. society.
 - C. Source: U.S. Census Bureau (2005); wealth data are author estimates based on Kelster (2000) and Russell & Mogelonsky (2000)
 - D. slide 18
- XXI. Figure 11-3
 - A. Mean Income, U.S. Families, 1980-2001 (in 2001 dollars, adjusted for inflation)
 - B. slide 19
 - C. Dual Economy: two ends, big gap, high inequality (very rich, very poor)
- XXII. Social Classes (see pg. 223 in book)
 - A. Upper class
 - 1. 5%
 - B. Middle class
 - 1. 40% - 45%
 - C. Working class
 - 1. 33%

- D. Lower class
 - 1. 17% - 22%
- XXIII. The Difference Class Makes
 - A. Health
 - B. Cultural values
 - C. Politics
 - D. Family and gender
- XXIV. Social Mobility
 - A. Upward
 - B. Downward
 - C. Structural social mobility
 - D. Intragenerational mobility = within your lifetime (example: born poor, go to school, become lawyer, get rich)
 - E. Intergenerational mobility = between generations (example: comparing generations before and after the class change)
- XXV. Reality
 - A. Men
 - 1. mobility fairly high
 - B. Long-term trend
 - 1. upward
 - C. Intergenerational mobility
 - 1. small, not dramatic
 - D. Social mobility since the 1970s
 - 1. uneven
 - E. Income, race, ethnicity and gender effects on social mobility
- XXVI. The American Dream
 - A. Earnings - plateau
 - B. Many persons - more than one job
 - C. More jobs - small income
 - D. Young people remaining at (returning to) home
 - E. Middle-class slide
 - 1. Median income doubled between 1950-1973
 - 2. Grown only 25% since 1973
- XXVII. Extent of Poverty
 - A. Poverty
 - 1. Relative (compared to other people)
 - 2. Absolute (life-threatening; lack necessary resources to live)
 - B. Poverty threshold (line)
 - 1. 3* the income needed to purchase a nutritionally adequate diet
 - 2. Should be 5* (due to inflation)
 - 3. Adjusted for family size and cost of living
 - C. Extent of poverty in America
 - 1. 13% (40 million)
- XXVIII. (Unites States poverty map from 2000)
- XXIX. Explaining Poverty
 - A. Blaming the poor

1. Responsible for their own poverty
2. *Culture of poverty*
 - a. a self-perpetuating cycle of poverty
- B. Blaming society
 1. Little opportunity for work
 2. William Julius Wilson proposes
 - a. Government hire people (WPA)
 - b. Improve schools, transportation, daycare
- XXX. A Culture of Poverty - Blaming Society
 - A. Matt Heid (lives in trailer)
 - B. Tammy Cr.(Crabtree?).. (Matt's mother)
- XXXI. Demographics of Poverty
 - A. Age
 1. 2004
 - a. 18% of all children were poor
 - b. Highest infant mortality rate of all industrialized nations
 - c. 10% are the elderly
 - B. Race and ethnicity
 1. 2/3 of all poor are white
 2. 2004 living in poverty
 - a. 24% of all African Americans
 - b. 22% of all Latinos
 - i. 3* more likely to be poor
 - C. Gender
 1. Feminization of poverty:
 2. 60% of poor are women
 3. Rise in households headed by single women
- XXXII. Homelessness
 - A. No precise count
 - B. Experts "guess-ti-mate"
 1. 500,000 any given night
 2. 3.5 million at some time during the year
 - C. Causes
 1. Poverty
 - a. Personal traits
 - i. 33% - substance abusers
 - ii. 25% - mental illness
 - iii. 33% - whole families
- XXXIII. Chapter 9
- XXXIV. (map of Africa, spiral mark around Zambia)
- XXXV. (pictures of kids in Africa)
- XXXVI. need to know for exam:
 - A. amount of money made on:
 1. raw materials (examples: potatoes, copper) = not much
 2. products from raw materials (examples: potato chips, electronic products/wiring) = more

3. selling the products (examples: buying potato chips from WalMart, buying a headphone cable from BestBuy) = most

XXXVII. Chapter Nine

A. Global Stratification

XXXVIII. Some statistics

- A. Worlds three richest people (>35 billion each) = each one has more than any one of the worlds 34 poorest countries (2009)
- B. 157 Billionaires in the world
 1. 2,000,000 millionaires
- C. 100,000,000 live: streets, garbage dumps

XXXIX. Terminology

A. First/Second/Third World distinctions

1. First World - rich, industrialized capitalist nations
2. Second World - socialist nations
3. Third World - non-industrialized, poor nations

B. Capitalist World Economy or World System Theory

1. Core nations (64) - Industrialized
2. Semi-periphery Nations (73) - Marginal economics
3. Periphery Nations (57) - Third World nations

XL. High-Income countries or Core Nations

A. Western Europe, U.S., Canada, Japan, Australia

1. Dominate world's scientific efforts
2. Complex and productive technology
3. Capital intensive production
4. Forefront of new information technology
5. Control world's financial markets.

XLI. Middle-Income Countries or Semi-periphery Nations

A. Latin America (Argentina & Brazil) North and West Africa (South Africa, Algeria)

1. Oil producing nations
2. Per capita income
 - a. \$2500 - \$10000
3. Limited industrialization
4. 50% of population rural/agricultural
5. Big differences
 - a. education, medical care, housing, etc.

XLII. Low-Income Countries or Periphery Nations

A. Central & Eastern African nations and Asia

1. Primarily agrarian
2. Little industrial technology
3. Low productivity
4. High levels
 - a. absolute poverty
 - b. Hunger
 - c. minimal housing
 - d. frequent disease

XLIII. World Poverty

A. Relative poor in rich countries

1. considered rich in poor countries
2. 800 million at risk of death
3. 40,000/day (15 million/year) die for lack of food
4. --absolute poverty = life-threatening, lack bare necessities

B. Causes:

1. Lack of Technology
2. Population growth
3. Cultural patterns
4. Social stratification
5. Gender inequality
6. Global power relations
7. Corruption
8. --lack of healthcare

XLIV. World Poverty

A. Poverty and Children

1. 75 million beg, steal, sell sex, couriers for drug gangs to provide family income
 - a. No education
 - b. Illness and violence
 - c. Pregnancies (Children having children)
2. 25 million children living on the streets
 - a. About 1/2 in Latin America
 - b. Anger directed at children (Blaming the Victim)
 - c. Rio de Janeiro; several hundred street kids murdered each year

XLV. World Poverty

A. Poverty and Women

1. Transnational corporations
2. National departments of labor (investors)
3. Traditional values
4. Capitalism thrives on the backs of women.
5. Women are:
 - a. Paid the least
 - b. Working long hours
 - c. Doing most of the work
 - d. The main source of family income in poor counties

XLVI. Colonialism: when a country takes over another country

A. characteristics:

1. Political, social, economic, and cultural domination
2. By a foreign power
3. Extended period of time

B. Neocolonialism:

1. Not direct political control
2. Economic exploitation by multinationals
3. --example: Libya

XLVII. Multinational Corporations

- A. Commercial organizations
- B. Headquartered in one country
- C. Own or control other corporations and subsidiaries throughout the world
- D. Migratory; forever moving productions to
 - 1. Cheap labor
 - 2. Relaxed environmental/worker safety laws
 - 3. Relaxed or non-existent labor laws

XLVIII. Theories

- A. Modernization Theory
- B. Dependency Theory
- C. World System Theory

XLIX. Modernization Theory

- A. Model of economic and social development
 - 1. Explains global inequality as; differing levels of technological development among societies
 - 2. Modernization - Movement from traditional/less developed institutions to more developed societies

L. Modernization Theory

- A. Rostow's Stages of Modernization
 - 1. Traditional Stage
 - 2. Take-off Stage
 - 3. Drive to technological maturity
 - 4. High mass consumption
- B. Role of Rich Nations
 - 1. Assist in population control
 - 2. Increase food production
 - 3. Introduce industrial technology
 - 4. Institute foreign aid programs

LI. Dependency Theory

- A. Rich nations - rich at the expense of poor nations
- B. Global inequality in economic and social development
 - 1. Historical exploitation of poor societies by rich ones
 - 2. Colonialism
 - 3. Neocolonialism
- C. World System Theory
 - 1. Core nations
 - a. Industrialized - U.S., Japan, Germany
 - 2. Semi-periphery
 - a. Marginal economic status
 - 3. Periphery
 - a. Under-developed "Third World" nations

LII. Chapter Ten

- A. Gender Stratification

LIII. Gender identity and role

- A. Identity - sense of self as male or female

- B. Roles involve socialization
- C. --read chapter; probably has question about Murdock(sp?) & Mead
- LIV. Gender Role Socialization
 - A. Two mechanisms
 - 1. Differential treatment - Touch (Bonner 1984) clothing, toys, names, etc.
 - 2. Identification - understanding through identification with others
- LV. Theories of Gender Stratification (Structural-Functionalist View)
 - A. Gender
 - 1. Organize social life
 - 2. Contributes to overall societal stability
- LVI. Talcott Parson (1942, 1951, 1954)
 - A. Gender integrates society
 - B. Complimentary sets of roles
 - C. Socialization
 - 1. Women - expressive, emotional
 - 2. Men - instrumental, practical
- LVII. Critique of Functionalist View
 - A. Does not account for underlying power differences
 - B. Singular vision of society
 - C. Ignores the personal strain/social cost of rigid gender roles
- LVIII. Conflict View
 - A. Subjugation of the subordinate group to the dominant group
 - 1. Men - bourgeoisie
 - 2. Women - proletariat
- LIX. Theories of Gender Stratification (Social-Conflict View)
 - A. Friedrich Engels (1884) - Gender and class
 - 1. Hunter gatherer societies
 - a. More equality
 - b. --Kutznet's curve will be on exam (p. 217)
 - 2. Technological advances
 - a. Men more wealth (leads to) power over women
 - b. Women became consumers
 - c. "Double exploitation"
 - i. men low wages
 - ii. women no pay for house work
- LX. Critique of Conflict View
 - A. Capitalism is not the root of gender inequality
 - B. Conventional families are not a social evil
 - C. Many husbands and wives are egalitarian
- LXI. Janet Lever (1978) --need to know; she is on the exam
 - A. Boys
 - 1. Games
 - a. with clear goals
 - b. Winners and losers
 - B. Girls

- 1. Games
 - a. Cooperation and community
- LXII. Symbolic Interactionist View
 - A. Men dominant
 - B. Micro-level (gendered spaces)
 - 1. Conversational Dominance of Men
- LXIII. Emergence of Collective Consciousness
 - A. Feminist Movement
 - 1. First Wave
 - a. Seneca Falls, NY 1848
 - b. Right to vote - 1920
 - 2. Second Wave
 - a. Women's Liberation Movement - 1960s to 1970s
 - B. United States versus Susan B. Anthony
 - 1. A criminal trial in the federal courts. In the federal election in November 1872, Anthony, registered to vote and then voted. The government charged her with the crime of voting "being then and there a person of the female sex."
- LXIV. Feminist Ideas --need to know these five (pg. 290)
 - A. Importance of Change
 - 1. Linking idea to action
 - B. Expanding Human Choice
 - 1. Currently, people usually either have masculine traits or have feminine traits (males = masculine, females = feminine)
 - 2. Individual people should have both sets of traits, not just one or the other (both males and females = masculine and feminine traits)
 - C. Eliminate Gender Stratification
 - 1. ERA = Equal Rights Act
 - 2. First proposed to Congress in 1923, still not law
 - D. Ending Sexual violence
 - E. Promoting Sexual Freedom
 - 1. Support women control of own sexuality/reproduction
 - 2. Support freely available information about birth control
 - 3. about 75% of married U.S. women (of childbearing age) use contraception; use of contraceptives is far less common in many lower-income nations
- LXV. Forms of Feminist Ideas
 - A. Liberal Feminism
 - 1. Eliminate un-equality
 - B. Socialist Feminism
 - 1. Eliminate domestic slavery (doing housework)
 - C. Radical Feminism
 - 1. Eliminate gender