

Inequality

SECOND EDITION

Inequality: A Contemporary Approach to Race, Class, and Gender offers a comprehensive introduction to the topics animating current sociological research focused on inequality. Contemporary, engaging, and research oriented, it is the ideal text to help undergraduate students master the basic concepts in inequality research and gain a deeper understanding of the ways in which race, class, and gender interact with systems of social stratification.

Following an introduction to theories and research methods used in the field, the authors apply these concepts to areas that define inequality research, including social mobility, education, gender, race, and culture. The authors include up-to-date quantitative evidence throughout. The text concludes by examining policies that have facilitated inequality and reviewing the social movements that in turn seek to reshape those structures. Though primarily focused on the United States, it includes a chapter on stratification across the globe and draws on cross-national comparisons throughout.

Lisa A. Keister is Professor of Sociology and Public Policy at Duke University and an affiliate of the Duke Network Analysis Center and the Duke Population Research Initiative. Her current research focuses on organization strategy, elite households, the processes that explain extremes in wealth and income inequality, and on group differences in the intergenerational transfer of assets. She is currently completing a book on America's wealthiest families, the one percent. Keister has taught undergraduate and graduate courses in inequality at Duke University, the University of California at Santa Barbara, Ohio State University, and the University of North Carolina at Chapel Hill.

Darby E. Southgate is Professor of Sociology at Los Angeles Valley College. She has contributed to educational policies and is an applied sociologist having worked with organizations such as the Center for Urban Research and Learning, Los Angeles Unified School District, and the Los Angeles Housing Service Authority. Her primary research interests are stratification and education with an emphasis on culture. She has taught a variety of graduate and undergraduate sociology courses that include stratification, education, classical theory, and class, gender, and race in mass communications at the California State University, Ohio State University, and Columbus State Community College.

Inequality

A Contemporary Approach to Race, Class,
and Gender

SECOND EDITION

Lisa A. Keister

Duke University

Darby E. Southgate

Los Angeles Valley College



CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre,
New Delhi – 110025, India
103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/highereducation/isbn/9781108832205

DOI: 10.1017/9781108935364

© Lisa A. Keister and Darby E. Southgate 2012, 2022

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2012

Second edition published 2022

Printed in the United Kingdom by TJ Books Limited, Padstow, Cornwall

A catalogue record for this publication is available from the British Library.

ISBN 978-1-108-83220-5 Hardback

ISBN 978-1-108-94066-5 Paperback

Additional resources for this publication at www.cambridge.org/inequality2

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

From LAK to JWM

From DES to EJ

Contents

List of Figures	<i>page</i> xii
List of Images	xv
List of Tables	xix
Preface	xxi
Acknowledgments	xxiv
Part I Basic Concepts	
1 Inequality and Opportunities	3
Inequality and Stratification: Guiding Questions	11
Inequality and Stratification	14
Inequality Dimensions	15
Who Fits Where?	17
Inequality over Time	19
An Analytic Approach to Inequality	22
Summary	22
Key Concepts	28
Questions for Thought	28
Exercises	29
2 Explaining Inequality: Theories and Ideas	30
Inequality through History	31
Sources of Inequality	33
The Structure of Stratification	39
Summary	53
Key Concepts	61
Questions for Thought	62
Exercises	62
3 Understanding Inequality	63
Asking and Answering Questions	63
Research Approaches	64
Research Design	65
	vii

viii Contents

What Is Statistics?	72
Descriptive Statistics	73
Inferential Statistics	85
Summary	91
Key Concepts	95
Questions for Thought	96
Exercises	96
4 The Structure of Inequality and Social Class	98
Continuous Approach	98
Categorical Approach	98
Social Class	99
American Class Structure: Economic Dimensions	101
American Class Structure: Cultural Dimensions	103
American Class Structure: Identifying Classes	107
Transmission of Class	114
Class Consciousness	119
Class and Beliefs about Inequality	121
Summary	122
Key Concepts	126
Questions for Thought	127
Exercises	127
Part II Applications	
5 The Upper Class and the Elite	131
Identifying the Upper Class	131
Old Money Versus New Money	136
Middle-Class Millionaires	138
Wealth of the Rich	139
Debts of the Rich	144
Income and Jobs	145
Consumption and Luxury Fever	148
Philanthropy	149
Wealth and Power: Elite Theories	151
Race, Nationality, and Religion in the Elite	156
Upper-Class Women	157
Business Cycles and Inequality	159
Summary	161
Key Concepts	164

	Contents	ix
Questions for Thought		164
Exercises		165
6 The Middle Class and Workers		166
Defining the Middle Class		166
Theories of the Middle Class		167
Origins of the Middle Class		174
The Middle Classes		177
Consumption and Debt		187
Summary		193
Key Concepts		198
Questions for Thought		198
Exercises		199
7 Poverty		200
What Is Poverty?		200
How Much Poverty Exists?		205
Consequences of Poverty		219
Social Welfare Programs		225
Summary		230
Key Concepts		236
Questions for Thought		236
Exercises		237
8 Social Mobility		238
Social Mobility: Meaning and Measurement		239
Mobility Patterns through History		242
Inheritance and Mobility		249
Systems of Inequality and Stratification		252
Theories of Mobility		255
Downward Mobility		261
Summary		264
Key Concepts		270
Questions for Thought		270
Exercises		270
9 Education and Inequality		272
Systems of Education		273
Dropping Out		279

x	Contents	
	A Brief History of Education in the United States	281
	Private and Public Schooling	282
	Homeschooling	286
	Theories of Stratification and Education	288
	Measures of Education	294
	Summary	306
	Key Concepts	310
	Questions for Thought	310
	Exercises	311
	10 Gender Inequality	312
	Sex	312
	Gender	315
	Gender Roles and Stereotypes	316
	Hegemony and Gender	317
	Women's Subordination	320
	Gender Inequality in the Family and Household	336
	Gendered Violence	338
	Summary	346
	Key Concepts	350
	Questions for Thought	350
	Exercises	351
	11 Race and Ethnicity	352
	Race: A Social Construction	352
	The Ethnoracial Pentagon	353
	Racial Differentiation	356
	Immigration and the Ethnoracial Hierarchy	363
	The History of the American Racial Classification System	366
	Racism, Segregation, Discrimination, and Stereotypes	367
	Ethnoracial Inequality Theories	373
	The Future of Race/Ethnic Relations	379
	Summary	385
	Key Concepts	388
	Questions for Thought	389
	Exercises	389
	12 Culture	390
	Challenges Studying Culture	390
	Types of Culture	392

	Contents	xi
Culture and Society		395
Production and Consumption		400
Media Concentration		401
Portrayals in the Media		403
Cultural Apparatus		404
Religion and Strategies of Action		409
Theories of Culture		413
Summary		420
Key Concepts		428
Questions for Thought		428
Exercises		429
13 Inequality across the Globe		430
Inequality in the Developed World		430
Inequality in Developing Countries		440
Inequality in Transition Economies		448
Summary		454
Key Concepts		457
Questions for Thought		457
Exercises		458
14 Public Policy and Social Change		459
Types of Sociology		459
How Do Political Systems Affect Inequality?		461
Social Policy and the Economy		462
SALT		466
Political System and Inequality		467
Do Policies Reduce Inequality?		477
Social Change		484
Social Change Agents		486
Summary		494
Key Concepts		498
Questions for Thought		498
Exercises		499
References		500
Index		552

Figures

1.1	The richest of the rich	<i>page</i> 5
1.2	Income inequality	6
1.3	Wealth inequality	8
1.4	Earned household income in developed countries	9
1.5	Income: growth and inequality, 1970–2019	20
1.6	Income share of the top one percent	21
1.7	Wealth share of the top one percent	21
2.1	Lenski's theory of social stratification	39
3.1	Histogram: number of siblings	76
3.2	Histogram: years of education	77
3.3	Skewed distributions	80
3.4	Scatterplot	82
3.5	Correlations	84
3.6	Normal distribution	86
3.7	Regression line	90
4.1	Economic dimensions of class	101
4.2	The American class structure	111
5.1	Upper class and average incomes	132
5.2	Upper class and average wealth	133
5.3	How rich are the rich?	140
5.4	Financial assets of the rich	141
5.5	Tangible assets of the rich	143
5.6	Debts of the rich	144
5.7	Upper-class income sources	146
5.8	Traditional division of labor by net worth	158
5.9	The S&P and the upper class	160
6.1	U.S. income distribution, 2019	167
6.2	Average weekly earnings by union membership by sex and race/ethnicity	170
6.3	The percentage of U.S. workforce represented by a union	171
6.4	Percentage share of adults performing gig activities	180
6.5	Main reasons for gig activities	180
6.6	Employment by major industry sector, 2008–2018	182
6.7	Purchasing power of the dollar, 1940–2020	185
6.8	Unemployment rate by race/ethnicity, 2003–2020	186

6.9 Shares of consumer expenditures	187
6.10 Healthcare costs as a percentage of GDP	189
6.11 Tuition and fees of public colleges and universities in California, 1963–2016	191
6.12 Nonbusiness bankruptcy filings, 2006–2017	192
7.1 U.S. poverty rate, 1969–2018	201
7.2 Absolute poverty by region, 2008–2018	203
7.3 Household poverty rates by family structure and age of children, 2018	206
7.4 U.S. poverty rates by race/ethnicity, 1987–2018	209
7.5 Percentage of children younger than age eighteen living in poverty by race/ethnicity of child, 2010–2018	210
7.6 Poverty rates by educational attainment levels	214
7.7 Percentage rate of the working poor, 1986–2017	217
7.8 Number of U.S. individuals experiencing homelessness by sex and race/ethnicity 2019	222
7.9 Percentage of individuals experiencing homelessness compared to the population, Los Angeles County by race/ethnicity (2019)	223
7.10 Relative poverty rates by industrialized nation, 2017	228
8.1 Historic mobility rates in the United States, 1828–1848	242
8.2 American career mobility, 1820–1910	243
8.3 Proportion of Americans who ever inherited more than \$50,000, by net worth segment	250
8.4 Inheriting young	251
8.5 What happens when you receive an extremely large inheritance?	252
8.6 Wealth mobility of American Catholics	259
8.7 Wealth mobility of Mexican Americans	268
9.1 Percentage of three- to five-year-olds enrolled in preliminary education by highest parental level of education, 2017–2018	274
9.2 High school dropout rates by race/ethnicity, 2017–2018	275
9.3 College enrollments by race/ethnicity, 1993–2018	277
9.4 College enrollments by two-year and four-year colleges and universities	278
9.5 Graduation rates of four-year colleges and universities by percentage of acceptance, 2017	280
9.6 Private school enrollment by race/ethnicity, 2017–2018	284
9.7 Homeschool participation by parental participation in the labor force, 2016–2017	287
9.8 Median earnings by educational attainment and sex, 2018	289
9.9 Test score gaps by race/ethnicity, 2019	297
9.10 Percentage of public school principals by gender, 1993–2018	302
9.11 Percentage of U.S. faculty by rank, race/ethnicity, and sex, 2019	303
10.1 College degrees by sex	325

xiv **List of Figures**

10.2	Percentage of women in workforce, 1920–2018	327
10.3	Median annual earning female to male ratio, 1955–2020	327
10.4	Women’s weekly earnings as a percentage of men’s by age, 2000–2020	328
10.5	Women in the Forbes 400, 1990–2015	329
10.6	Occupations with the largest wage gap	330
10.7	Occupations with female-advantaged wage gap	331
10.8	Fertility rate by race/ethnicity, 1990–2017	333
10.9	Fertility rate decreases by race/ethnicity, 1990–2017	334
10.10	Violent crimes, 2014–2018	340
10.11	Sexual crime by sex	341
10.12	Lifetime prevalence of rape, physical violence, and/or stalking by an intimate partner by sex and sexual orientation	342
11.1	U.S. race/ethnicity by percentage, 2010 through 2019	354
11.2	Comparison of percentage of U.S. population to percentage of prison inmates by race/ethnicity	357
11.3	Annual income by racial group in dollars, 2020	362
11.4	U.S. immigrant region of birth, 2020	365
11.5	Comparison of percentage of U.S. population medically uninsured by race/ethnicity	383
12.1	Percentage of total sales captured by genre, 2000–2019	397
12.2	Total value of music sales, 2000–2020	402
12.3	Percentage of film characters and U.S. population by race/ethnicity	404
13.1	Age at inheritance in select developed countries	439
13.2	Percentage of global top one percent by region of resident	448
13.3	Surplus of millionaires, 2000–2019	449
14.1	Comparison of corporate taxes with corporate profits, 1929–2019	465
14.2	Percentage of voters in America, 1984–2018	468
14.3	Percentages of voters in a presidential election by race/ethnicity, 1964– 2016	469
14.4	Percentage of voters in a presidential election by age group, 1964–2016	470
14.5	Percentage of voters in a presidential election by level of education, 2018	471
14.6	Congressional membership, 2020, by sex	473
14.7	Female congressional membership, 2020, by political party	473
14.8	Female congressional membership by ethnoracial identity and political party, 2021	474
14.9	Total campaign contributions by source, 2020	475

Images

1.1 The Amazon logo has become one of the most recognizable corporate logos in the world.	<i>page</i> 3
1.2 A home is a visible form of wealth.	4
1.3 The homes owned by middle class families are usually modest compared to those of wealthy families but can still be used to signal social status and beliefs.	7
1.4 Mukesh Ambani, the richest person in India, owned more than 43 billion U.S. dollars in 2020.	10
1.5 Women are now more equally represented in higher education and many occupations than they were decades ago, but top leadership positions in most large organizations are still disproportionately filled by men.	13
1.6 Although there are still significant gender differences in many occupations, women are better represented in some jobs that were once filled exclusively by men.	14
2.1 Industrial societies are characterized by considerable occupational, educational, racial/ethnic, and gender inequality.	33
2.2 Rigid class differences may prevent many highly talented people from receiving the training they need to move into the best positions.	36
2.3 Today's gig workers often have flexibility in their work schedules, but they may also lack the protections that ensure adequate compensation and benefits.	55
2.4 Power in a workplace can reflect both a person's formal position (boss, employee) and their interpersonal relations (who their friends are).	57
2.5 Mass incarceration may be creating a new class of people with low status and few resources who are incapable of reintegrating into society.	60
3.1 When asking a research question, be clear about your objective.	66
3.2 Be sure to know the unit of analysis when conducting or evaluating research. Social scientists commonly study individuals, groups, and nations.	67
3.3 Hypotheses state relationships between concepts, such as: as the number of siblings increases, parental resources that can be used for education decrease.	69
3.4 Accurate samples are critical to anticipating election results, as recent elections (and related sampling problems) showed.	93
4.1 Social class is part economic and part cultural.	104

xvi **List of Images**

- | | | |
|-----|---|-----|
| 4.2 | There is more to social class than simple differences in income and wealth; social activities can be useful for identifying members of a social class. | 105 |
| 4.3 | Cultural capital can change when a person changes social class, but it may not change quickly because the norms that create cultural capital are learned from early in life. | 106 |
| 4.4 | Subjective measures of social class allow people to self-identify with a class rather than assigning them to a group based exclusively on their income, wealth, education, and occupation regardless of their identity. | 109 |
| 4.5 | Social class is reproduced across generations as parents – deliberately or not – teach their children the behaviors and practices that define class. | 116 |
| 4.6 | Despite declines in labor union membership in the contemporary U.S., workers can still leverage union power to improve their wages, benefits, and working conditions. | 120 |
| 5.1 | Elite boarding schools contribute to the intergenerational transmission of class by teaching cultural capital and creating social capital. | 137 |
| 5.2 | Conspicuous consumption can be used to signal status or create distinction. | 148 |
| 5.3 | Elites contribute enormous amounts of money and time to charitable causes each year. | 150 |
| 5.4 | Power comes from having a significant voice and an ability to make decisions in important economic, political, and social organizations. | 152 |
| 6.1 | Karl Marx, the father of conflict theory. | 168 |
| 6.2 | Status groups affect how we interact with our community. The Parent Teacher Association (PTA) is one voluntary association that encourages an emerging ideology, as families work together to leverage their grassroots power and collectively make decisions that affect the school and school district. | 173 |
| 6.3 | Lewis Hines' photographs helped raise middle-class awareness of the inherent inequality of child labor. | 176 |
| 6.4 | The gig economy promised the worker autonomy, with a <i>laissez-faire</i> approach to work. | 179 |
| 6.5 | The U.S. military ensures enlisted personnel earn a middle-class salary while in service. | 182 |
| 7.1 | The official poverty measure considers the number of family members and provides enough support for food and shelter. | 204 |
| 7.2 | Poverty within Native American communities expose how society structures disadvantaged groups. | 212 |
| 7.3 | Finding work is a challenge for many poor families. | 215 |
| 7.4 | Homeless shelters house people who lack secure nighttime shelter but restrict the personal items the clients may bring with them. | 221 |

	List of Images	xvii
7.5 Without social assistance, millions of American children would suffer from hunger		226
8.1 <i>Structural mobility</i> happens when demand for certain jobs increases and more people are needed to fill certain positions.		240
8.2 Most people inherit very little, but receiving an inheritance can be an important cause and indicator of social mobility.		249
8.3 India's caste system is a well-known system that establishes position strictly by hereditary group.		254
8.4 White Roman Catholics in the U.S. are an example of a group that was upwardly mobile.		258
8.5 Luxury spending contributed to the downward mobility of the Vanderbilt family.		263
9.1 American schooling is divided into public and private schools.		283
9.2 British private schools are called <i>public schools</i> , as attending students are not required to have come from the community in proximity to the campus.		290
9.3 The Bellamy Salute was the original socially approved way to salute the flag of the United States.		292
9.4 Members of subordinated groups may underperform as they have internalized social expectations and stereotypes based on their subordinated status.		300
9.5 Resegregation of American schools, after decades of legal challenges to segregation, leaves students with educational experiences patterned by socioeconomic.		305
10.1 Social definitions of sex force people into one of two categories: male or female.		317
10.2 Hegemonic masculinity creates limited expressions of manhood.		319
10.3 Historically, images of women have included warriors and other women vested with societal power.		322
10.4 Women's suffrage meetings were organized in Britain in the late 1800s.		323
10.5 The allocation of labor in the household is one dynamic of gender inequality.		338
11.1 Immigrants leave their homeland to pursue a better life in another country.		363
11.2 Racial segregation creates an ongoing battle for civil rights.		369
11.3 Native Americans are a rich and diverse ethnic group from across the Americas. The pow wow is a gathering of community around the drum and creates social cohesion.		373
11.4 Ethnocentrism creates inequality as one group judges another group unfairly.		375
11.5 Economic shifts have left many cities in America without opportunities for all members of the community.		381

xviii List of Images

12.1	Dr. Timothy Leary led one of the most influential counterculture movements of the 1960s	393
12.2	In the 1970s, the Bronx had lost nearly one million residents, and suffered from extreme urban blight. Making something out of nothing, hip hop was born	396
12.3	The highly concentrated media controls production and therefore consumption	400
12.4	Eating disorders, such as anorexia nervosa and bulimia, cause long-term harm and may result in death	408
12.5	Children who participate in music score higher in math and reading	415
12.6	Class societies began at prestigious colleges and have evolved into the Greek system. These organizations provide social and cultural capital to their members	418
13.1	Nonstandard work arrangements (NSWAs) give workers flexibility in scheduling and can make it easier to find balance between work and the rest of life.	434
13.2	Inequality and poverty in Chile (flag pictured here) were not that different than in the U.S. prior to COVID-19, but the pandemic caused economic turmoil in Chile that made poverty (and inequality) much worse.	441
13.3	Child labor is pervasive throughout the world and at best can involve unsafe working conditions.	445
13.4	China's transition to a market economy involved dramatic improvements in both inequality and poverty overall.	450
14.1	Social Movements rise up when groups mobilize group members and allies.	460
14.2	Subsidized industries collect corporate welfare that promotes private companies.	464
14.3	Discrimination against those with different abilities was greatly reduced with the ADA.	478
14.4	Affirmative action is a policy that is designed to remedy inequality. It has been challenged by groups who argue it is promoting those who may not be the most qualified.	480
14.5	The HIV/AIDS crisis is still a global pandemic. Without the radical protests and mobilization of organizations like ACT UP far fewer resources would have been allocated to understand and prevent this deadly virus.	487
14.6	The American Indian Movement (AIM) has challenged colonialism globally.	493

Tables

1.1 Wealth inequality before 1900	<i>page</i> 19
3.1 Frequency distribution: Number of siblings	74
3.2 Frequency distribution: Education	75
3.3 Age and education	82
4.1 Social perspective and social class	113
5.1 All-time wealthiest Americans	134
5.2 Where do the wealthy make their money?	135
7.1 Poverty rate by state, 2007 and 2019, and percentage change	207
7.2 Nations which do not provide free or universal healthcare	218
8.1 Intergenerational correlation	244
8.2 Intragenerational mobility, 1966–1981 (percentage)	245
8.3 Intragenerational mobility, net worth: 1985–2004 (percentage)	247
8.4 Intragenerational mobility, total family income: 1985–2006 (percentage)	248
8.5 Changes in mobility over time: Percentage whose position changed in mobility tables	248
10.1 List of inclusive terms and definitions.	313
10.2 Top ten highest earning occupations for women	335
11.1 Comparison of U.S. population by race/ethnicity, 2003 and 2019	355
11.2 Top ten states with the highest Latinx population rates between 2000 and 2019 and rate of change	358
11.3 Top ten causes of death by race/ethnicity	384
12.1 Family patterns by childhood religion	410
12.2 Childhood religion and educational attainment	411
12.3 Childhood religion and family income	412
13.1 Gini index for income: The U.S. and select developed countries	431
13.2 Poverty rates in select developed countries	433
13.3 Wealth ownership in select developed countries	437
13.4 Inequality in the developing world	440
13.5 Gini index for wealth: The U.S. and select developing countries	447

Preface

When we wrote the first edition of this text, we wanted to offer a fresh approach to teaching and learning about inequality. Our goal was to provide a comprehensive resource that would expose students to cutting edge research, teach them skills that would be useful in evaluating evidence related to inequality, and take into account the profound changes we have seen in the last few decades in the U.S. and global economies.

We also felt that such a text could meet the needs of multiple audiences:

- Students who go on to become sociology majors and practitioners or researchers in the field.
- Students who become critical consumers of sociological research in their professional lives.
- Students who want to bring an informed mindset to their reading of news accounts and public policy debates involving inequality and stratification – a topic that is in the headlines, in one form or another, just about every day of the week.

We were gratified with the response to the first edition of this text. Instructors found it contemporary and accessible, and they appreciated that it did not advance a political agenda. They felt that it met the needs of the range of students in their classes. Students responded to the tone of the text, finding it compelling and straightforward without the information being overwhelming. The analyses were presented so that students with a wide range of abilities could engage them. We are pleased to be able to introduce the second edition.

Main Features of this Text

- We include topics that are central to research and public discourse in the areas of race, class, and gender, offering separate chapters on each of those topics.
- It does not advance a political agenda. Rather, the text presents current sociological research on inequality in a way that encourages discussion and invites varied opinions. However, it also incorporates these important topics as they arise in reality and refrains from treating them as issues that can be confined and discussed separately from other issues related to inequality.
- Each chapter is filled with contemporary statistical evidence related to the chapter's topic. Most analyses were conducted by the authors and all use the most current data sources

xxii Preface

available. For example, we rely heavily on the Survey of Consumer Finances, widely regarded as the gold standard for understanding the wealth and income of U.S. households.

- The text acknowledges both quantitative and qualitative approaches to inequality and provides students with the skills to be comfortable with methods of analyses that are widespread in research on inequality.
- Includes updated exercises, discussion questions, and resources (written and online) that allow students and professors to dig deeper into each of the subjects covered in the text.

What's New in the Second Edition

- All tables and figures are current – the second edition includes all-new data and updated literature.
- Relies on a variety of data sources to underscore important points. Most of the estimates are from the authors' analysis of secondary data.
- Presents streamlined discussion of theories and summaries of contemporary papers to illustrate theoretical paradigms.
- Includes updated literature to ensure that students are reading the most current research on each subject.
- Provides additional, related information in text boxes that illustrate key concepts and connect current research to public conversations about inequality.
- The chapter “Women’s Changing Positions,” from the first edition, now focuses on gender and not only women. It provides a section on masculinities and is inclusive of LGBTQ+ groups with current research reflecting this shift in sociology.
- The policy chapter includes Social Change. It provides the theoretical approaches to studying social movements with vivid examples of grassroots organizations that affected global social change.
- The second edition has images that provoke critical thinking and discussions about issues related to inequality. For example, while presenting the theory of the hidden curriculum, the second edition includes an image of classroom children doing the “Bellamy salute,” which was the norm when Bellamy penned the Pledge of Allegiance.

Organization of This Text

The organization of chapters both reflects the content that instructors expect to cover in a course on inequality and summarizes the current state of research in inequality.

- The text begins with an introductory chapter designed to draw students in and convince them that the study of the subject is important for future sociologists and future consumers of sociological research alike.

- Chapter 2 grounds the book theoretically, presenting ideas that are core to the study of inequality and that motivate much public discourse of related issues.
- Chapter 3 covers research design and statistical concepts that will make contemporary inequality research accessible to students. This chapter provides a critical bridge between the concepts presented in the text and published research. Instructors who also assign journal articles, for example, will find that this chapter offers a useful set of tools.
- Chapter 4 provides an overview of the American class structure in order to frame the chapters that follow.
- The remaining chapters present up-to-date research and give students a sense of the current structure of research and debates in the field of inequality, and each chapter will guide the students in applying theoretical ideas learned in Chapter 2.
- The final chapter presents policies that shape inequality, reviews the social structures of the democratic process including who votes, who is elected, and what special interest groups exert power over this process. It ends by presenting a theoretical discussion of social change and offers three cases of grassroots organizations that were successful in making change, both nationally and globally.

Online Resources for Instructors

Instructor resources are available at www.cambridge.org/inequality2:

- PowerPoints and JPEGs of all the figures and tables in the book
- PowerPoint lecture slides
- Extra short-answer questions for instructors
- Sample syllabi for different course types.

Online Resources for Students

Student resources are available at www.cambridge.org/inequality2:

- Multimedia resource lists
- Interactive multiple-choice quizzes for self-practice.

Acknowledgments

We are grateful to all those who helped make this book possible. Maggie Jeffers, Sarah Doskow, Rachel Norridge, Lisa Pinto, and Jenn Zuccaro at Cambridge and freelance copyeditor Phil Dines are an amazing team who were vital to pulling this project together. Joe Quinn, Ruth Wygle, Jessica Stewart, and Zachary Kemper provided excellent assistance with data acquisition, editing, and writing as well as José Arrieta and Keidra Morris for their recommendations of ethnic studies literature and media sources. Several reviewers provided excellent comments on the project at various stages of development; we are thankful for their insights.