The study of social mobility and stratification has provided one of the central foci of sociological research for over half a century, and seminars on this topic can take an almost endless variety of forms. Therefore, the specific features of this seminar must be emphasized.

The central focus of this seminar will be on recently formulated log-linear and log-multiplicative models of social mobility, networks of relations, and social structure. We will give particular attention to the study of "class fields," social logics (à la Pierre Bourdieu) and cultural topics in stratification studies (see in particular Parts 3 and 5 of the syllabus below). My belief that there is much in common between social analysts as diverse as Bourdieu (a student of culture, class, and classification), Leo Goodman (an objectivist analyst of cross-classifications), and social network analysts such as myself (with our interest in the "structure" of classification) underlies my interest in the topics presented below for detailed study.

In addition to reading assignments that range across methodological and theoretical issues and themes, I aim to empower you in being able to understand and use the models in your own research. I will use two sorts of computer resources, both of which are relatively easy to learn and to use in your own research, and both of which are free. In class, I will often give out handouts that illustrate how you can use these computer programs to reproduce the results in the readings. Computer resources can be downloaded to your home computer, and/or used in the DASL lab (room 115A) and in the ICL lab (room 224). The computer resources are: (a) a program (LEM, by J. Vermunt) that breezily handles a vast array of loglinear, log-multiplicative, latent class, event-history, correspondence analysis, and many other analyses, and (b) the MATLAB computer language, available to all university affiliates who have a computer account. I have written many MATLAB programs to carry out analyses that we’ll discuss in this seminar. The comparative advantage of MATLAB is that it offers a relatively free-form environment within which it’s easy to “get your hands” on the analyses.

Some people will prefer LEM and others will wind up preferring MATLAB. At the beginning, I encourage you to try out both sets of resources.

Is this course for you? Interest in social-science debates on stratification, networks, and culture and interest in learning a great deal about log-linear and log-multiplicative models is a prerequisite for enrolling in this seminar, which was designed with sociology graduate students in mind (though others are also welcome). I do not assume technical /
mathematical knowledge beyond a good undergraduate “stats” course, nor do I assume any knowledge of computer programming.

**Course web page:** The course will make extensive use of both a POLIS web page and Electronic Reserves. The address of the course web page may be found by starting at

http://polis.arizona.edu

and then clicking on “Spring 2004” courses and scrolling down to Soc. 55. Please “bookmark” the course address on your home computer for easy access.

**Course Requirements**

Rationale: I want to use the requirements to encourage reading, thinking, grappling and playing with the data, models, and statistical techniques, and for looking for connections across different theoretical orientations and methods, and for stimulating the kind of discussion that seminar participants will look forward to engaging in.

1. Full participation in a seminar of this type is essential, and needs to be based on thorough preparation for each class. 
   
   A = participation that crystallizes issues, recognizes patterns, engages in data analyses (however exploratory), provokes discussion (for example, by contributing to the “Discussion” section of the course web page), is supportive and respectful of other participants, and reflects consistently thoughtful reading and preparation. 
   
   B = participation that demonstrates consistently thoughtful reading and preparation. 
   
   C or below = occasional demonstration of thoughtful reading and preparation. 20% of final grade.

2. I will often assign homework, and occasionally (with advance notice) collect it. All homework is **ungraded**. These assignments will usually involve repeating some analysis that the readings describe. The aim is to empower you as a researcher who can conduct analyses and understand what you’re doing. Simply completing the homework responsibly will count in determining your final grade (20%).

3. There will be a midterm exercise. I will give you a published article and the data on which it is based, and ask you to discuss/criticize/extend the author’s analysis by means of playing around with the same data, by using the programs we will have discussed in class. This is an exercise, not a magnum opus. I’ll give you about a week to do it. (20% of final grade.)

4. A term paper, which will take one of three forms, most likely the first: a data analysis paper / exercise (“A Reanalysis of Smith’s Study of X” or “A New Analysis of My Data on Y”); a conventional library-research term paper (“Social Stratification Imagery in the Novels of Balzac” and “Marketing Research [or the Sociology of Law, etc.] and Social Stratification” are two among a very wide set of possible topics); or a critical essay (“What’s Wrong with Social Stratification Research” or “Bringing Together Loglinear Models, Rational Choice, Ethnomethodology, and Marxist Post-Structuralism” are possibilities). The paper will be due on the regularly scheduled day of finals, though I will be asking for an outline and progress report earlier in the semester. 40% of final course grade. In addition to the course readings themselves and your own background and interests, I have
placed an interesting collection of books on reserve in the Main Library that may stimulate interest in some paper topics; the list of reserve readings is available on the course web page.

Course Outline and Readings

(Notes: [1] Abbreviated titles are given in full on the course Web Page, under “Library Reserve List.” [2] Readings followed by the dagger symbol (†) also appear on the reading list for the department’s Stratification prelim.)

Part 1: Introduction

0. Introduction to the course (first meeting)
   • Traditions of stratification research
   • Stratification and culture

1. The Status Attainment Tradition in Stratification Research


   Peter M. Blau and Otis Dudley Duncan, with collaboration of Andrea Tyree, “The Process of Stratification [1967],” pp. 390 - 403 in Grusky, Social Stratification, 2nd ed. (†)


Optional


   Remainder of Abbott’s 1997 essay (see above).

Part 2: Log-Linear Models for Stratification Analysis—A Guided Tour

2. Introduction to Log-Linear Models for Tables of Counts: Independence and Quasi-Independence

   Hout, Mobility Tables, pp. 7-23.

*Optional*

Powers and Xie, pp. 99-114.

3. **Introduction to the LEM computer program**

Held in the Instructional Computing Lab (ICL), Room 224.

4. **Introduction to Models of Symmetry and Quasi-Symmetry**


Powers and Xie, *Categorical Data Analysis*, pp. 116-117.


*Optional*


Alan Agresti, *Categorical Data Analysis*, pp. 353-360.

5. **Application to Network Analysis and to Structural Sociology: Characterizing the Structural Parameters of Groups**


6. **Social Fluidity and Class Structure**


*Highly recommended:*


*Optional*
7. Two Applications of "Levels" Models: Career "Space" and the Class Structure of Friendships


8. Introduction to ANOAS ("Analysis of Association") Models: Dimensions of Social Space

Otis Dudley Duncan, "How Destination Depends on Origin in the Occupational Mobility Table." American Journal of Sociology 84 (1979): 793-803.

Hout, Mobility Tables, pp. 51-68 (omit 56-57).

Powers and Xie, Categorical Data Analysis, pp. 119-124.

Highly Recommended


9. **Goodman’s RC Model, and an Application to Historical Mobility Studies**


*Optional*


10. **Models for Multiway Tables**

Powers and Xie, *Categorical Data Analysis*, pp. 129-146.

*Optional*


11. **Latent Class Models**


*Optional*
12. Relational Models of Class Structure

Michael Hout, Mobility Tables, pp. 72-76.


Optional

Applications to sex segregation:


Reformulation as a latent structure model:


Relation to “levels” models:


R.L. Breiger and Jerry A. Jacobs, comment on Snipp (1985), and Snipp's reply. ASR 52 (June 1987): 413-418.

On “social class” as a relational concept:


13. Application: Intermediate Classes


Strongly recommended:

Leo A. Goodman, "Criteria for Determining Whether Certain Class Categories in a Cross-Classification Table Should be Combined, with Special Reference to Occupational Categories in an Occupational Mobility Table." American Journal of Sociology 87 (1981): 612-650.

Part 3:
Cultural Topics and Social Fields


Optional


Frank Parkin, "Marxism and Class Theory: A Bourgeois Critique," pp. 162-77 in David Grusky, Social Stratification. (†)


15. “Dear Professor Laumann …”: Good Taste, Bad Taste, and Class Position


Optional


16. Dualities of Meaning and Structure


17. Institutional Logics, Social Fields, and Dual Aggregation


Part 4: Correspondence Analysis and Its Relation to Loglinear Models

18. Correspondence Analysis as Ideology and Vision


The BMS (Karl van Meter, Marie-Ange Schiltz, Philippe Cibois, and Lise Mounier), "Correspondence Analysis: A History and French Sociological Perspective," pp. 128-37 in Greenacre & Blasius, Correspondence Analysis in the Social Sciences.


Optional:


19. Correspondence Analysis as Method

—"The Basic Structure of a Data Matrix" (17-26),
—"Correspondence Analysis of Contingency Tables" (55-70), and
—"Multiple Correspondence Analysis" (85-90).

Optional — More Substantive

Bernd Martens, "Analyzing Event History Data by Cluster Analysis and Multiple Correspondence Analysis: An Example Using Data about Work and Occupations of Scientists and Engineers," pp. 233-251 in Greenacre & Blasius, *Correspondence Analysis*.


Optional — More Technical

Chapters 1 ("Correspondence Analysis and its Interpretation"), 3 ("Computation of Correspondence Analysis"), and 4 ("Correspondence Analysis and Contingency Table Methods") in Greenacre and Blasius, *Correspondence Analysis*.


20. Two Examples of Correspondence Analysis


Additional applications (optional)


Chapters 10 — 22 (pp. 123-323) in Blasius & Greenacre (eds.), Visualization of Categorical Data.


21. Relation of Correspondence Analysis to Our Other Methods

Esp. pp. 92-110 in Peter G.M. van der Jeijden, Ab Mooijaart, and Yoshio Takane, “Correspondence Analysis and Contingency Table Models,” pp. 79-111 in Greenacre and Blasius, Correspondence Analysis.

Optional


22. Correspondence Analysis of Social Networks


Recommended:
Part 5: Further Topics

23. Loglinear Models / CA as a Cultural Field


24. Representations of Belief Structures using Algebraic and Latent Class Methods


25. … continued.


26. Modeling Disagreement among Supreme Court Justices


Optional


27. Generalized Exchange and Social Fields


R.L. Breiger and James G. Ennis. "Generalized Exchange in Social Networks: Statistics and

**Recommended**


Other topics, such as, e.g., multiple correspondence analysis, diagnostics, vacancy chain models (White), life histories (Berteaux), social capital (Coleman), networks (Burt), robust action (Padgett).