

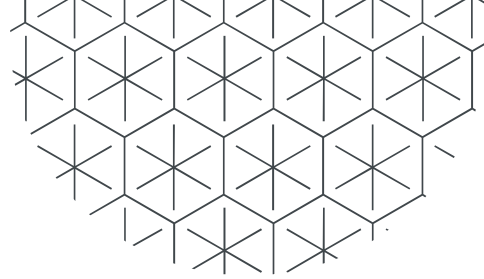
# Attendance Sheet

<https://forms.gle/wR2w6q7RWnsbSpsRA>

(Can also access the link by **downloading** slides:

[https://github.com/XueWenSYan/Sections\\_SOC1101sp23](https://github.com/XueWenSYan/Sections_SOC1101sp23))





# Erratum

“According to Mills, things that individual experiences in specific milieux are seldom caused by structural changes.”



# **SOC 1101**

# **Discussion Section:**

# **Week 4, Disc 3**

Xuewen Yan  
2023-02-17  
Cornell Sociology

# Housekeeping

- First memo due 2/24 (10 pm).
  - Follow the prompts
  - Any citation format (but do use one~)
  - Checkmark

# Housekeeping

- Quizzes (T/F)

1. Social fact? Fertility rates and mortality rates by age.
2. Social fact? Pregnancies do not occur at any age. Nor do they occur at all ages at the same frequency.
3. Durkheim pursued studying social facts abstractly rather than using empirical data.
4. In order to understand the change in political views over the years, for every four years, a research center randomly selects 10000 new participants and asks them to answer several survey questions. Given Conley's definition, this is an example of a:\_\_\_\_\_
5. Schwalbe (1998) "Why do some alumni wear Cornell t-shirts or scarves on homecoming day?"
6. Schwalbe (1998) "Should all Cornellians participate in volunteer activities for the Ithaca community?"
7. Schwalbe (1998) "Is the proportion of graduates in professional or managerial jobs significantly different between IVY league schools and prestigious public state schools (ex. U.C Berkeley, etc.)?"

# Concept Recap

## **Davis & Moore (1945) vs Tumin (1953)**

1. Functionalist perspective
2. Conflict perspective
3. Davis & Moore theory
4. Tumin's critique

## **Marx & Engels (1848)**

4. Class struggle
5. Bourgeoisie
6. Proletariat
7. Capitalism
8. Exploitation
9. Alienation\*
10. Historical materialism\*

# Google doc collaboration:

<https://docs.google.com/document/d/1E5RTAg66QRjll3hzMwERvCNHPSMsGUBA5PJInsZiTS8/edit?usp=sharing>

# Group activity

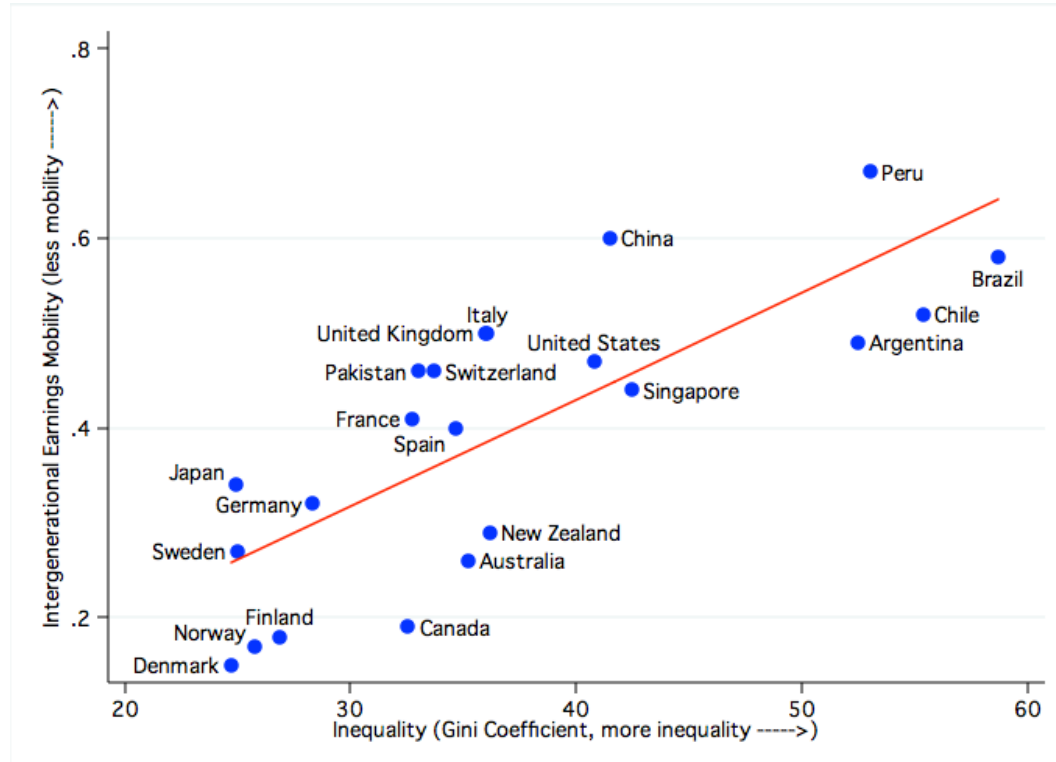


Thatcher's Last Stand Against Socialism – YouTube  
<https://www.youtube.com/watch?v=pdR7WW3XR9c>



# Group Activity

## The “Great Gatsby” curve



Source: <https://www.iza.org/publications/dp/9929> information from the World Bank for the Gini coefficient, year 2016.

# Group activity

- Google doc collaboration:

<https://docs.google.com/document/d/1oOh9n9fZWTKBfplvsGVW2yEm6qNoazin4LbNgQ0ScVI/edit?usp=sharing>

1. Do you think the video and the Great Gatsby curve convey consistent or contrasting messages about inequality? Does one of them convince you more? Why?
2. How do these materials relate to the Conflict and/or Functionalist views about inequality?
3. Are these materials making you think or act differently than you previously did? You can discuss your personal life decision or your visions about public policies.



## inequality

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## Cite

MLA Neckerman, Kathryn M., and Florencia Torche. "Inequality: Causes and consequences." *Annu. Rev. Sociol.* 33 (2007): 335-357.

APA Neckerman, K. M., & Torche, F. (2007). Inequality: Causes and consequences. *Annu. Rev. Sociol.*, 33, 335-357.

Chicago Neckerman, Kathryn M., and Florencia Torche. "Inequality: Causes and consequences." *Annu. Rev. Sociol.* 33 (2007): 335-357.

Harvard Neckerman, K.M. and Torche, F., 2007. Inequality: Causes and consequences. *Annu. Rev. Sociol.*, 33, pp.335-357.

Vancouver Neckerman KM, Torche F. Inequality: Causes and consequences. *Annu. Rev. Sociol.*. 2007 Aug 11;33:335-57.

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inequality ..

view  
justice ...s and  
ponents ...

of **inequality**, particularly in the ... on world **inequality**, which examines **inequality** trends within ...

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