1. How do Marx and Weber's approach to defining “social class” differ?

2. The "objective" approach to measuring social class uses a combined profile of 3 different dimensions. For each of the dimensions identify what data are included.
   (a) wealth
   (b) power
   (c) prestige

3. Research documents the common observation that the dimensions of social status are not equally distributed among the population. That is, wealth, power, and prestige tend to be concentrated.
   (a) Provide evidence or examples that indicate the extent of concentration.
   (b) What has been the recent historical (i.e., 1935-2004) trend of the distribution of income in the U.S.? (Has it been consistent, or has change occurred?) See Fig.10.3 (p.270)

4. Both Marx and Weber's original models of social class have been updated. Identify the resulting levels of social class for each model, and suggest who would be included in them.

5. A person's social class position affects virtually every aspect of their life. Briefly how the following life experiences are different for higher and lower social class members:
   (a) physical health
   (b) mental health
   (c) marriage choice and divorce
   (d) child rearing
   (e) education
   (f) religion
   (g) political involvement
   (h) criminal justice system

6. America has been viewed as "the land of opportunity". That is, a person's chance for upward social mobility is limited only by his or her own ambition and effort.
   (a) Does research evidence support this view? (Elaborate)
   (b) Classic studies of social mobility suggested that about 50% of sons had higher social class levels than their fathers did. Do you think your generation will experience the same degree of social mobility? Why?
   (c) To what extent (if any) do you think your race, ethnic group, or sex will affect your own chances of upward social mobility? (Elaborate)
   (d) To what extent (if any) does attending college affect a person's social mobility chances?

7. The text suggests that about 20 percent of the American population fall into the working poor and underclass, making poverty a serious issue.
   (a) How is "poverty" measured, and to what extent is this measure realistic?
   (b) How do the dimensions of age, sex, and race or ethnic group affect the likelihood that they will fall below the "poverty line"?
   (c) Why have children become the fastest growing poverty group in the past decade or two?
   (d) What changes do you think will be necessary to reduce poverty among children (i.e., programs, policies, individual change)?

8. Identify the main idea(s) involved in the following concepts: (Provide examples where possible)
   (a) status inconsistency
   (b) status symbols
   (c) intergenerational mobility
   (d) upward versus downward versus exchange mobility
   (e) structural mobility
   (f) culture of poverty
   (g) deferred gratification
   (h) feminization of poverty