

Social Stratification I

<http://socialstructureuc3.wixsite.com/stratone21>

Javier G. Polavieja
(with Albert F. Arcarons)

Programme updated on 29/01/2021

Course's webpage

<http://socialstructureuc3.wixsite.com/stratone21>

Password

No password

Instructors

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Teaching hours: Thursdays 15:00-18:00, online, starting 18 February

Office Hours

Javier G. Polavieja: Tuesdays 10.00 to 13.00 by appointment only

Albert F. Arcarons: by appointment

Course description

This course overviews contemporary research on two key dimensions of social stratification: class and gender, with particular attention to the study of advanced (post)industrial societies. It presents some of the key findings from the comparative stratification literature and shows how theoretical debates can be tested against empirical data. The course provides a comprehensive overview of the main theories, debates, and methodological developments in the fields of class and gender stratification, and pays special attention to identifying the mechanisms of inequality transmission. Students will discover the complex and multifaceted nature of inequality as they become familiarised with both classic and contemporary frontier research in the field of social stratification.

Teaching Arrangements

The course combines lectures (L) followed by class discussion (D) with student-run presentations (P). Both discussions and presentations will be based on the readings listed below. All students must read at least two starred references before each session, including lecturing sessions. This is the minimum compulsory amount of readings

required for class discussions to work. (Note in many sessions, readings are organised by themes. Students can choose their readings either within or between themes). Each student will participate in one student-run presentations during the semester. Presenters are responsible for preparing the session, which includes providing an introductory presentation about the readings, preparing discussion questions, and running the discussion.

Students' grades will depend on active participation in class (25%), one class presentation (25%), and the quality of the research proposal (50%).

The research proposal

The proposal should be conceived as the backbone of a potential master dissertation. It should reflect your original ideas for a study on a topic of your choice **from within the range of subjects covered in this course**. It must include:

- 1) A clear and well-motivated research question
- 2) A theoretical framework where the relevant literature is discussed critically
- 3) A set of hypotheses to be tested
- 4) A discussion of potential methods/sources of data to test these hypotheses
- 5) A closing discussion on the potential relevance and feasibility of the study

The maximum length of the proposal is 10 pages.

Course Outline and syllabus

Note: all starred readings (within a theme) are compulsory for presenters. Students not presenting must read at least two starred papers in each session. In discussion-only sessions (D) all starred papers are compulsory for all students.

Legend: L=Lecture; D=In-class discussion of compulsory readings; P=Student-run presentations.

Session- 1 (L, D) 18/02/2021

Course Overview, Organization and Introduction to Contemporary Class Schemas:
E.O. Wright

Scott, John. 2002. "Social Class and Stratification in Late Modernity". *Acta Sociologica*, 45:23-35.

Wright, Erik O. 2000a. *Class Counts*, Student Edition, Excerpt of Chapter 1. Cambridge University Press.

*Wright, Erik O. 2000b. "The Shadow of Exploitation in Weber's Class Analysis."
Paper presented at the *International Symposium on Economy and Society: Max Weber in 2000*, September 21- 24, 2000.

Session-2 (L, D) 25/02/2021

Introducing Contemporary Class Schemas II: John Goldthorpe

Breen, R. 2005. "A Weberian Approach to Class Analysis" in Erik Olin Wright (ed.) *Alternative Foundations of Class Analysis*, Cambridge: Cambridge University Press. pp. 31-50.

*Evans, Geoffrey and Mills, Colin. 2000. "In search of the wage-labour/service contract: new evidence on the validity of the Goldthorpe class schema". *British Journal of Sociology* 51: 641–661.

Goldthorpe, John H. 2007. "Social Class and the Differentiation of Employment Contracts". Pp. 101-124 in John H. Goldthorpe, *On Sociology*. Volume II: Illustration and Retrospect. 2nd edition. Stanford: Stanford University Press.

Goldthorpe, John, and McKnight, Abigail. 2004. "The Economic Basis of Social Class." *CASE paper No 80. Centre for Analysis of Social Exclusion*, London School of Economics.

*Tahlin, M. 2007. "Class Clues". *European Sociological Review*, 23(5): 557-572.

Session-3 (1P, L) 04/03/2021

Sorensen's employment-rent approach: Debate and application to the study of the Spanish Labour Market

Employment rents: Concept, debate and applications **GROUP 1**

*Sørensen, Aage B. 2000. "Toward a Sounder Basis for Class Analysis". *American Journal of Sociology*, 105(6):1523-1558.

Goldthorpe, John H. 2000. "Rent, Class Conflict, and Class Structure: A Commentary on Sorensen," *American Journal of Sociology* 105(6): 1572-1582.

*Wright, Erik Olin. 2000. "Class, Exploitation, and Economic Rents: Reflections on Sørensen's "Sounder Basis" *American Journal of Sociology* 105 (6): 1559–71.

*Polavieja, Javier G. 2003. "Temporary Contracts and Labour Market Segmentation in Spain: An Employment-Rent Approach". *European Sociological Review*, 19(5): 501-517.

Session-4 (L, D) 11/03/2021

Class Mobility: An Introduction to key concepts, methods and major debates

*Breen, Richard and Luijkx, Ruud. 2004. "Social Mobility in Europe between 1970 and 2000" In R. Breen (edit). *Social Mobility in Europe*. Oxford: O.U.P.

*Breen, Richard and Jonsson, Jan 2005. "Inequality of Opportunity in Comparative Perspective: Recent Research on Educational Attainment and Social Mobility". *Annual Review of Sociology*, 31:223–43

Session -5 (L, D) 18/03/2021
Comparative Research on Social Mobility

Education and Social Inequality

- *Breen, R. 2010. "Educational Expansion and Social Mobility in the Twentieth Century" *Social Forces*, 89(2): 365-88.
- Breen, R. Karlson, K.B. 2014. "Education and Social Mobility: New Analytical Approaches". *European Sociological Review*, 30(1): 107–118.
- *Van de Werfhorst, H. 2019. "Early Tracking and Social Inequality in Educational Attainment: Educational Reforms in 21 European Countries". *American Journal of Education* 126(1):65-99.
- Ishida, H., Mueller, W. and Ridge, J. M. 1995. "Class Origin, Class Destination and Education: A Cross-National Study of Ten Industrial Nations". *American Journal of Sociology*, 101:145-193.

Session -6 (L, 1P, D) 25/03/2021 **GROUP 2**

Educational attainment and the meritocracy debate

- Breen, Richard and Jonsson, Jan. 2000. "A Multinomial Transition Model for Analyzing Educational Careers". *American Sociological Review*, 65(5):754-72.
- *Breen, R. and Goldthorpe, J.H. 1999. "Class Inequality and Meritocracy: A Critique of Saunders and an Alternative Analysis". *British Journal of Sociology*, 50:1-27.
- Cameron, Stephen V., and James J. Heckman. 1998. "Life Cycle Schooling and Dynamic Selection Bias: Models and Evidence for Five Cohorts of American Males." *Journal of Political Economy* 106:262-333.
- Cameron, Stephen V., and James J. Heckman. 2001. "The Dynamics of Education Attainment for Black, Hispanic, and White Males." *Journal of Political Economy* 109:455-99.
- Mare, Robert D. 1981. "Change and Stability in Educational Stratification." *American Sociological Review* 46:72-87
- *Saunders, P. 1996 "Might Britain be a Meritocracy?" *Sociology*, 29(1): 23-41.
- *Saunders, P. 1997. "Social Mobility in Britain: An Empirical Evaluation of Two Competing Theories". *Sociology*, 31: 261–88.

Session -7 (L, 1P, D) 01/04/2021

Investigating Primary Effects I: Ability and Inequality **GROUP 3**

- *Baker, D.P. et al. 2015. "The Cognitive Impact of the Educational Revolution: A Possible Cause of the Flynn Effect in Population IQ". *Intelligence*, 49:144–158.
- *Cebolla, H. Radl, J and L. Salazar. 2017. "Preschool Education as the Great Equalizer? A Cross-Country Study into the Sources of Inequality in Reading Competence". *Acta Sociologica*, 60(1) 41–60.

- *Duncan, G., Magnuson, K. and Vortuba-Drzal, E. 2014. “Boosting Family Income to Promote Child Development”. *The Future of Children*, 24(1):99-120. See also: <http://www.bucharestearlyinterventionproject.org/>
- Cooper, Harris et al. 1996. “The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review”. *Review of Educational Research*, 66(3):227-268.
- Cunha, Flavio and James Heckman 2007. “The Technology of Skill Formation.” *American Economic Review*, 97(2): 31-47.
- Farah, Martha J et al. 2008. “Environmental Stimulation, Parental Nurture and Cognitive Development in Humans.” *Developmental Science*, 11: 793–801.
- Heckman, James J. Stixrud, Jora, and Urzua, Sergio. 2006. “The Effects of Cognitive and Noncognitive Abilities on Labor Market Outcomes and Social Behavior” *Journal of Labor Economics*, 24(3):411-482.

Session-8 (L, 1P, D) 08/04/2021

Investigating Primary Effects II Parenting styles & cultural capital **GROUP 4**

- *Chan, Tak Win and Koo, Anita. 2011. “Parenting Style and Youth Outcomes in the UK”. *European Sociological Review*, 27(3):385–399.
- Kiernan, K. E. and Huerta, M. C. 2008. “Economic deprivation, maternal depression, parenting and children’s cognitive and emotional development in early childhood. *British Journal of Sociology*, 59:783–806.
- *Sullivan, A., Ketende, S. and Joshi, H. 2013. “Social Class and Inequalities in Early Cognitive Scores”. *Sociology*, 47(6):1187-1206.
- *Sullivan, A. 2001. “Cultural Capital and Educational Attainment.” *Sociology*, 34(4):893-912.

Session 9 (L, 1P) 22/04/2021

Gender inequality: An overview of the evidence

The motherhood penalty and the welfare state **GROUP 5**

- *Bedi, Arjun, Tanmoy Majilla, and Matthias Rieger. 2018. “Gender Norms and the Motherhood Penalty: Experimental Evidence from India” *IZA DP No. 11360*
- Budig, Michelle J., and Paula England. 2001. “The Wage Penalty for Motherhood”. *American Sociological Review*, 66: 204-225.
- *Correll, Shelley J., Stephen Benard, and In Paik. 2007. “Getting a Job: Is There a Motherhood Penalty?” *American Journal of Sociology* 112: 1297-1338.
- England, Paula. 2005. “Gender Inequality in Labor Markets: The Role of Motherhood and Segregation”. *Social Politics* 12: 264-288.

*Gangl, Markus, and Andrea Ziefle. 2009. "Motherhood, Labor Force Behavior and Women's Careers: An Empirical Assessment of the Wage Penalty for Motherhood in Britain, Germany and the United States." *Demography*, 46: 341-369.

Goldin, Claudia. 2006. "The Quiet Revolution that Transformed Women's Employment, Education, and Family". *American Economic Review* 96: 1-21.

Mandel, Hadas, and Moshe Semyonov. 2006. "A Welfare State Paradox: State Interventions and Women's Employment Opportunities in 22 Countries". *American Journal of Sociology* 111:1910-1949.

Session 10 (L, 2P) 29/04/2021

Occupational sex-segregation and the gender wage gap

The gender wage gap **GROUP 6**

*Blau, Francine D., and Lawrence M. Kahn. 2003. "Understanding international differences in the gender pay gap". *Journal of Labor Economics*, 21:106-144.

*Mandel, Hadas, and Moshe Semyonov. 2005. "Family Policies, Wage Structures, and Gender Gaps: Sources of Earnings Inequality in 20 Countries". *American Sociological Review*, 70: 949-967.

*Polavieja, Javier. 2005. "Task-Specificity and the Gender Wage Gap: Theoretical Considerations and Empirical Analysis of the Spanish Survey on Wage Structure". *European Sociological Review*, 21(2): 165-181.

Gendered valuation or specialized training? **GROUP 7**

*Kilbourne, Barbara Stanek, George Farkas, Kurt Beron, Dorothea Weir and Paula England. 1994. "Returns to Skill, Compensating Differentials, and Gender Bias: Effects of Occupational Characteristics on the Wages of White Women and Men". *American Journal of Sociology* 100: 689-719.

*Polavieja, J.G. 2012. "Socially-Embedded Investments: Explaining Gender Differences in Job-Specific Skills" *American Journal of Sociology*, 118(3): 592-634.

*Tam, T. 1997. "Sex Segregation and Occupational Gender Inequality in the United States: Devaluation or Specialized Training?" *American Journal of Sociology* 102: 1652-92.

Tomaskovic-Devey, Don and Skaggs, Sheryl. 2002. "Sex Segregation, Labor Process Organization, and Gender Earnings Inequality". *American Journal of Sociology*, 108(1):102-128

Session-11 (L, 1P) 06/05/2021

Gender roles, aspirations and biased self-assessments **GROUP 8**

*Alesina A, Giuliano P, Nunn N. 2013. "On the Origins of Gender Roles: Women and the Plough". *Quarterly Journal of Economics*, 128 (2) : 469-530.

*Correll, Shelley J. 2001. "Gender and the career choice process: the role of biased self-assessments." *American Journal of Sociology* 106 (6): 1691-1730.

- Fielding, David. 2015. "Cancer and the Plow". *Social Forces*, 93(3): 863–880,
<https://doi.org/10.1093/sf/sou089>
- Platt, L. and Polavieja, J. 2016. "Saying and Doing Gender: The Intergenerational Transmission of Attitudes towards the Sexual Division of Labour". *European Sociological Review*, 32(6): 820-834.
- *Polavieja, J.G. and Platt. L. 2014. "Nurse or Mechanic? Explaining Sex-Typed Occupational Aspirations amongst Young Children". *Social Forces*, 93(1): 31-61.

Recommended viewing *Television's Impact on the Status of Women in India*

"Emily Oster, Assistant Professor of Economics at the University of Chicago Department of Economics, talks about her research on the impact of television on women in rural India". 10m
<https://www.youtube.com/watch?v=HsQHpgSxA1o>
<http://www.chicagobooth.edu/capideas/apr09/3.aspx>

Session-12 (L, 1P) 13/05/2021

Sociobiological explanations and debate

- *Sapienza, P., Zingales, L. and Maestripieri, D. 2009. "Gender differences in financial risk aversion and career choices are affected by testosterone". *Proc Natl Acad Sci U S A*. 106(36): 15268–15273.
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2741240/>
- *Udry, R. 2000. "Biological Limits of Gender Construction." *American Sociological Review* 65:443-57.

Reactions to Udry's paper:

- *Miller Eleanor, M. and Carrie Yang Costello. 2001. "The Limits of Biological Determinism". *American Sociological Review*, 66(4): 592-598.
- *Kennelly, Ivy Sabine N. Merz, Judith Lorber. 2001. "What Is Gender?". *American Sociological Review*, 66(4): 598-605.
- *Risman, Barbara J. 2001. "Calling the Bluff of Value-Free Science". *American Sociological Review*, 66(4): 605-611.
- *Richard Udry. 2001. "Feminist Critics Uncover Determinism, Positivism, and Antiquated Theory". *American Sociological Review*, 66(4):611-618

GROUPS AND CLASS PRESENTATIONS

(Rescheduled dates in red)

Groups	Members	Presentations	Date
G1		Session 3- Employment rents	<i>04/03/2021</i>
G2		Session 6- The meritocracy debate	<i>25/03/2021</i>
G3		Session 7- Ability and inequality	<i>01/04/2021</i>
G4		Session 8- Class, parenting styles and children's development	<i>08/04/2021</i>
G5		Session 9-The motherhood penalty and the welfare state	<i>22/04/2021</i>
G6		Session 10- Gender wage gap	<i>29/04/2021</i>
G7		Session 10- Gender valuation or specialized training?	<i>29/04/2021</i>
G8		Session 11- Gender roles, aspirations and biased self-assessments	<i>06/05/2021</i>
G9		Session 12-Sociobiological explanations	<i>07/05/2021</i>