

Instructor

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Teaching hours & location

Mondays 10:00-13:15, starting 13 September

Aula 18.1.A01

Course overview

This course provides an overview of contemporary research and debates dealing with the interaction between three key dimensions of social stratification and inequality: **migration and ethnicity**, **social class** and **neighbourhoods' characteristics**. Both theoretical and applied literatures will be presented and discussed, mostly from Europe and the US. Attention will also be put on the methodological developments and challenges associated with these research areas.

In this course, the students will:

- Learn why migration and ethnicity are key determinants of inequalities, and how research has dealt with these (often interrelated and overlapping) dimensions, from both theoretical and methodological/empirical perspectives.
- Gain knowledge of the most common (quantitative) approaches to study and measure migrant and ethnic populations.
- Learn about the mechanisms that explain migrants/ethnic minorities' socioeconomic integration—with a focus on ethnic penalties and social mobility—and how individuals' minority status overlaps with other dimensions of social stratification, in particular social class of origin and gender.
- Learn about selection processes and multisite approaches in migration studies, with a focus on how migrants and their children compare to non-migrants in origin.
- Be confronted with innovative ways to measure integration, through the use of time-use data.
- Learn about the importance of neighbourhoods—especially as regards their socioeconomic and ethnic/migrant compositions—in social stratification and inequality studies.
- Be trained in the main mechanisms and associated theories that explain the allocation of individuals into neighbourhoods.
- Learn about the different dimensions of spatial segregation and how to measure them.
- Develop skills to work with aggregated and individual georeferenced data.
- Learn why and how neighbourhoods' characteristics can be key determinants of individuals' objective and subjective outcomes (i.e., neighbourhood effects).
- Gain knowledge on the interaction between neighbourhood research and life-course approaches, and how working with longitudinal georeferenced data can serve this purpose.
- Discover what opportunities and challenges researchers working with minority populations and/or georeferenced data have.
- Develop theoretical and methodological skills to build up a journal article.

Organization of sessions

Sessions will most often be divided in two parts. The first part will normally consist of a lecture (L). The second part will normally consist of i) students' work in groups in class (SW); or ii) students' individual presentations of empirical papers (SP), which have to be prepared in advance. **Holiday homework** will also be scheduled in addition to readings.

Readings are proposed for both L and SP:

L: all students **must read the two-starred (**)** references and, if present, **at least one starred (*)** reference before each session (under “**key readings**”). This is the minimum compulsory number of readings required for class discussions to work.

SP: Student(s) presenting will have to read one additional reference. The presentation needs to cover the following questions: What are the research questions and how do the author/s respond to them? What type of data do they use? Do they combine different types of data? What variables do they use (main and control variables)? What methods do they use? How are these methods useful for their purposes? What do they find?

SW: students' work in class will consist of different activities, mostly associated with various aspects of empirical (“hands-on”) research on the topics of the course. Activities will include e.g., working with STATA or working with programs for spatial analysis & mapping.

In the **last session**, all students will make a presentation of a research idea/paper plan of their own. This will set the basis for the final research paper, to be submitted for completion of the course.

Holiday homework, finally—to be carried out during 2-week breaks between sessions—will consist of additional minor tasks and/or preliminary work related to the final research paper.

Grading

Students' grades will depend on active participation in class and SW (15%), one SP (15%), the presentation of a research idea/paper plan at the end of the course (20%) and the quality of the research paper (50%).

The research paper should reflect your original ideas on a topic of your choice from within the range of subjects covered in this course. The paper can be conceived as the basis for a journal article and/or a chapter of your master thesis. 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 and/or expectations to be tested
- 4) A data and methodology section
- 5) A descriptive and/or more elaborated analysis, in which the theory and expectations are confronted with empirical data
- 6) A conclusion and discussion of findings

The maximum length of the paper is 8000 words, including references and tables/figures.

Overview of the course

#	Date	Topic	Part 1	Part 2
1	13/9	Introduction; assimilation theory, its variants & criticisms	L1.1	L1.2
	20/9	Holiday homework #1		
2	27/9	Migration & ethnicity: measurement & data collection	L2	SW
3	4/10	Socioeconomic integration I	L3	SW
	11/10	Holiday homework #2		
4	18/10	Socioeconomic integration II	L4	SW
5	25/10	Migration & time use research (guest lecture: Dr. Rezart Hoxhaj)	L5	SP*2
	1/11	Holiday homework #3		
6	8/11	Migrant selection	L6	SP*3
7	15/11	Spatial segregation & its determinants	L7	SW
8	22/11	Dimensions of spatial segregation & measurement	L8	SW
9	29/11	Neighbourhood effects	L9	SW
10	6/12	Neighbourhoods & the life course	L10	SP*2
	13/12	No homework, just prepare for the final session!		
11	20/12	Conclusion & paper presentations	L11	SP

Course Outline and Syllabus

NOTE: Changes may occur during the semester; they will be informed in due time.

1. Introduction; assimilation theory, its variants & criticisms

This session provides an introduction to the course and, specifically, to the connections between migration, ethnicity, social class and the neighbourhood. Further on, it introduces the concept of assimilation, as a framework to study the integration of migrants and their descendants in host societies; segmented assimilation is also presented as an alternative approach. Finally, the concept of multiculturalism will be briefly debated.

Key readings (L)

****** Alba, R., & Nee, V. (2003). *Remaking the American mainstream. Assimilation and contemporary immigration*. Cambridge: Harvard University Press. Chapter 2: “Assimilation theory, old and new”.

***** Portes, A., & Zhou, M. (1993). The new second generation: segmented assimilation and its variants. *The Annals of the American Academy of Political and Social Science*, 530(1), 74-96.

***** Rattansi, A. (2011). *Multiculturalism: a very short introduction*. Oxford: Oxford University Press. Chapter 1: What is Multiculturalism?

Further readings

Alba, R. (2008). Why we still need a theory of mainstream assimilation. *Kolner Zeitschrift Fur Soziologie Und Sozialpsychologie*, 48.

Alba, R. (2020). *The great demographic illusion: majority, minority, and the expanding American mainstream*. Princeton: Princeton University Press. Chapter 7: “Assimilation in the Early Twenty-First Century”.

Alba, R., & Nee, V. (1997). Rethinking assimilation theory for a new era of immigration. *International Migration Review*, 31(4), 826-874.

Zhou, M. (1997). Segmented assimilation: issues, controversies, and recent research on the new second generation. *International Migration Review*, 31(4), 975-1008.

White, M. J. (Ed.) (2016). *International handbook of migration and population distribution*. Dordrecht: Springer. Chapter 23 (by Jennifer Glick and Julie Park): “Migration, Assimilation and Social Welfare”.

2. Migration & ethnicity: measurement & data collection, with a focus on quantitative methods

This session provides an overview of different ways to measure migration & ethnicity, as well as with different types of datasets that deal with this diversity (cross-sectional, longitudinal, cross-national, country-specific). There is not one single way to define migrants and their descendants and/or ethnic minorities: some studies focus on ethnicity and religion; others focus on own or parental country of birth; generations have also been explored using different categorizations. These decisions are often associated with the research question, as well as with available data. By exploring these issues, this session will serve as a methodological basis for the final research paper.

Key readings (L)

****** Connelly, R., Gayle, V., & Lambert, P. S. (2016). Ethnicity and ethnic group measures in social survey research. *Methodological Innovations*, 9, 2059799116642885.

** Rumbaut, R. G. (2004). Ages, life stages, and generational cohorts: decomposing the immigrant first and second generations in the United States. *International Migration Review*, 38(3), 1160-1205.

** White, M. J. (Ed.) (2016). *International handbook of migration and population distribution*. Dordrecht: Springer. Chapter 7 (by Richard E. Bilborrow): “Concepts, Definitions and Data Collection Approaches”.

Further readings

Massey, D. S., & Capoferro, C. (2004). Measuring undocumented migration. *International Migration Review*, 38, 1075.

Burton, J., Nandi, A., & Platt, L. (2010). Measuring ethnicity: challenges and opportunities for survey research. *Ethnic and Racial Studies*, 33(8), 1332-1349.

Liu, M.-M., Creighton, M. J., Riosmena, F., & Baizán Mun Oz, P. (2016). Prospects for the comparative study of international migration using quasi-longitudinal micro-data. *Demographic Research*, 35, 745-782.

International Organization for Migration (2020). *World Migration Report 2020*. Geneva: IOM.

3. Socioeconomic integration I: ethnic penalties and intersectionality

The socioeconomic incorporation of ethnic minorities and/or migrants and their children—both in terms of educational achievement and in terms of labour market outcomes—is one of the most researched topics in integration studies. This session provides an overview of this topic, with a focus on the mechanisms that may explain ethnic disadvantages (i.e., so-called ethnic penalties) and advantages. The concept of intersectionality is also introduced, as an umbrella to acknowledge the interaction between multiple sources of inequality, in particular that associated with gender.

Key readings (L)

** Heath, A., & Cheung, S. Y. (Eds.). (2007). *Unequal chances. Ethnic minorities in Western labour markets*. New York: Oxford University Press. Chapter 1 (by Heath, A., & Cheung, S. Y.): “The Comparative Study of Ethnic Minority Disadvantage”.

** Mooney, S. (2016). ‘Nimble’ intersectionality in employment research: a way to resolve methodological dilemmas. *Work, Employment & Society*.

* Dale, A., Shaheen, N., Kalra, V., & Fieldhouse, E. (2002). Routes into education and employment for young Pakistani and Bangladeshi women in the UK. *Ethnic and Racial Studies*, 25(6), 942-968.

* Khattab, N., Johnston, R., & Manley, D. (2018). Human capital, family structure and religiosity shaping British Muslim women’s labour market participation. *Journal of Ethnic and Migration Studies*, 44(9), 1541-1559.

* Khattab, N., & Modood, T. (2015). Both ethnic and religious: explaining employment penalties across 14 ethno-religious groups in the United Kingdom. *Journal for the Scientific Study of Religion*, 54(3), 501-522.

Further readings

Borjas, G. J. (1995). Ethnicity, neighborhoods, and human-capital externalities. *The American Economic Review*, 85(3), 365-390.

Heath, A., & Cheung, S. Y. (Eds.). (2007). *Unequal chances. Ethnic minorities in Western labour markets*. New York: Oxford University Press.

- Khattab, N., Miaari, S., & Mohamed-Ali, M. (2020). Visible minorities in the Canadian labour market: disentangling the effect of religion and ethnicity. *Ethnicities*, 20(6), 1218-1245.
- Van Tubergen, F., Maas, I., & Flap, H. (2004). The economic incorporation of immigrants in 18 Western societies: origin, destination, and community effects. *American Sociological Review*, 69(5), 704-727.
- Lancee, B. (2010). The economic returns of immigrants' bonding and bridging social capital: the case of the Netherlands. *International Migration Review*, 44(1), 202-226.
- Romero, M., & Margolis, E. (Eds.). (2005). *The Blackwell companion to social inequalities*. Oxford: Blackwell Publishing Ltd. **Chapter 8** (by Irene Browne and Joya Misra): "Labor-market inequality: intersections of gender, race, and class".
- McBride, A., Hebson, G., & Holgate, J. (2015). Intersectionality: are we taking enough notice in the field of work and employment relations? *Work, Employment & Society*, 29(2), 331-341.
- Tariq, M., & Syed, J. (2018). An intersectional perspective on Muslim women's issues and experiences in employment. *Gender, Work & Organization*, 25(5), 495-513.
- Zuccotti, C. V., & O'Reilly, J. (2018). Ethnicity, gender and household effects on becoming NEET: An intersectional analysis. *Work, employment and society*.

4. Socioeconomic integration II: the role of social origins in migration & ethnic studies

The relationship between migration/ethnicity and social mobility (both intra- and inter-generational) has played a key role in assimilation and integration studies, especially since Blau and Duncan's seminal work (1967). This session focuses on intergenerational social mobility, that is, on what role parental social origins play on individuals' educational and labour market outcomes across ethnic/migrant groups. We will discuss measurement issues, as well as the meaning of "social origins" for different groups. We will also engage with a debate on educational over-achievement observed for some minority groups.

Key readings (L)

- ** Heath, A., Rethon, C., & Kilpi, E. (2008). The second generation in Western Europe: education, unemployment, and occupational attainment. *Annual Review of Sociology*, 34(1), 211-235.
- ** Lee, J., & Zhou, M. (2014). The success frame and achievement paradox: the costs and consequences for Asian Americans. *Race and Social Problems*, 6(1), 38-55.
- ** Laurison, D., Dow, D., & Chernoff, C. (2020). Class mobility and reproduction for black and white adults in the United States: A visualization. *Socius*, 6.

Further readings

- Blau, P., & Duncan, O. D. (1967). *The American occupational structure*. New York: Wiley. **Chapter 6**: "Inequality of opportunity".
- Kim, D. Y., & Kulkarni, V. S. (2009). The role of father's occupation on intergenerational educational and occupational mobility: the case of second-generation Chinese Americans in New York. *Sociological Forum*, 24(1), 104-134.
- Li, Y., & Heath, A. (2016). Class matters: a study of minority and majority social mobility in Britain, 1982–2011. *American Journal of Sociology*, 122(1), 162-200.

Crul, M., Schneider, J., Keskiner, E., & Lelie, F. (2017). The multiplier effect: how the accumulation of cultural and social capital explains steep upward social mobility of children of low-educated immigrants. *Ethnic and Racial Studies*, 40(2), 321-338.

Zhou, M., Lee, J., Vallejo, J. A., Tafoya-Estrada, R., & Yang, S. X. (2008). Success attained, deterred, and denied: divergent pathways to social mobility in Los Angeles's new second.

5. Migration & time use research (guest lecture: Dr. Rezart Hoxhaj)

Guided together with Dr. Rezart Hoxhaj (MSCA Fellow, Ghent University), this session will explore the links between migration, in particular migrant integration, and time-use research. Time-use research focuses on the time that individuals spend on different types of activities. It is often based on very unique data collected in diaries, where individuals record the activities they do during the day and the time they spend in each of them. We will explore both theoretical and methodological aspects of this research, as well as its challenges and application to migration studies.

Key readings (L)

** Ribar, C. David (2012) Immigrants' time-use: a survey of methods and evidence. In Amelie F. Constant and Klaus F. Zimmermann (eds.), *International Handbook on the Economics of Migration*. Edward Elgar Publishing, pp. 373–392.

* Zaiceva, Anzelika and Klaus F. Zimmermann (2014) Children, kitchen, church: does ethnicity matter? *Review of Economics of the Household*, 12(1), 83–110.

* Hamermesh, D.S., Frazis, H., Stewart, J. (2005). "Data Watch: The American Time Use Survey", *The Journal of Economic Perspectives*, 19 (1), 221-232.

Readings (SP)

Coniglio, N., Hoxhaj, R., Hubert J. (2021). "Immigrants' demand for informal and formal education: evidence from US time use data", *Journal of Demographic Economics*, pp. 1 – 29.

Gimenez-Nadal, J.I., Sevilla, A (2012). "Trends in time allocation: A cross-country analysis", *European Economic Review*, 56 (6), 1338-1359.

6. Migrant selection, its impacts on integration & comparisons with those left behind

Migrant selection refers to the fact that individuals who migrate are often different from those who stay on a series of both objective (i.e., education) and subjective (i.e., drive) characteristics. Studies have addressed selection in different ways: 1) some explore how selected migrants are; 2) others explore how outcomes such as occupation and second generation's education compare to those of individuals back home, as a way to test for the "gains" of migration; 3) a third group of studies, finally, have explored what role migrant's relative position in origin countries may help explain the outcomes observed in destination. We will explore all three aspects in this session. Finally, multisite studies will be introduced, and further discussed in the SP session.

Key readings (L)

** Feliciano, C. (2020). Immigrant selectivity effects on health, labor market, and educational outcomes. *Annual Review of Sociology*, 46(1), 315-334.

* Bayrakdar, S., & Guveli, A. (2021). Understanding the benefits of migration: multigenerational transmission, gender and educational outcomes of Turks in Europe. *Journal of Ethnic and Migration Studies*, 47(13), 3037-3058.

* Zuccotti, C. V., Ganzeboom, H. B. G., & Guveli, A. (2017). Has migration been beneficial for migrants and their children? *International Migration Review*, 51(1).

Readings (SP)

Beauchemin, C. (2014). A manifesto for quantitative multi-sited approaches to international migration. *International Migration Review*, 48(4), 921-938.

Liu, M.-M., Creighton, M. J., Riosmena, F., & Baizán Mun Oz, P. (2016). Prospects for the comparative study of international migration using quasi-longitudinal micro-data. *Demographic Research*, 35, 745-782.

Guveli, A., Ganzeboom, H., Platt, et.al (2015). Intergenerational consequences of migration: socio-economic, family and cultural patterns of stability and change in Turkey and Europe. Basingstoke: Palgrave Macmillan. Chapter 2: “Research design and data”.

Further readings

Ichou, M. (2014). Who they were there: immigrants’ educational selectivity and their children’s educational attainment. *European Sociological Review*.

Feliciano, C. (2005). Educational selectivity in U.S. immigration: how do immigrants compare to those left behind? *Demography*, 42(1), 131-152.

Dustmann, C., Frattini, T., & Lanzara, G. (2012). Educational achievement of second-generation immigrants: an international comparison. *Economic Policy*, 27(69), 143-185.

7. Spatial segregation & its determinants: ethnic and SES segregation

Spatial segregation—the unequal distribution of groups in space—is a phenomenon that has received great attention in both urban studies and migration literatures. This session provides an introductory overview of the mechanisms that lead to spatial segregation, with particular attention to segregation by socioeconomic status and migrant/ethnic origins. We will explore the theory of spatial assimilation, and its counterparts (place stratification and ethnic enclave), and discuss the locational attainment model.

Key readings (L)

** Charles, C. Z. (2003). The dynamics of racial residential segregation. *Annual Review of Sociology*, 29(1), 167-207.

** Musterd, S., Marcińczak, S., van Ham, M., & Tammaru, T. (2017). Socioeconomic segregation in European capital cities. Increasing separation between poor and rich. *Urban Geography*, 38(7), 1062-1083.

Further readings

Krysan, M., & Crowder, K. (2017). *Cycle of segregation: Social processes and residential stratification*. New York: Russel Sage Foundation. Chapter 7 (SES), Chapter 8 (preferences) and/or Chapter 9 (discrimination).

Logan, J. R., & Alba, R. D. (1993). Locational returns to human capital: minority access to suburban community resources. *Demography*, 30(2), 243-268.

Coulter, R., & Clark, W. A. V. (2018). Ethnic disparities in neighbourhood selection: Understanding the role of income. *International Journal of Urban and Regional Research*.

Clark, W. A. V. (1991). Residential preferences and neighborhood racial segregation: A test of the Schelling segregation model. *Demography*, 28(1), 1-19.

8. Dimensions of spatial segregation and measurement

This session will showcase different dimensions of spatial segregation, as well as different ways to measure it. A big part of the session will be dedicated to introducing and using the Segregation Analyser, a tool specifically created for this purpose, as well as other programs for mapping (Quantum GIS).

Key readings (L)

** Iceland, J., Weinberg, D. H., & Steinmetz, E. (2002). *Racial and ethnic residential segregation in the United States: 1980-2000*. U.S. Census Bureau, Series CENSR-3. Washington, DC. [Chapter 1](#) (introduction), [Chapter 2](#) (data & methods) and [Chapter 5](#) (segregation of black African).

** Simpson, L. (2007). Ghettos of the mind: the empirical behaviour of indices of segregation and diversity. *Journal of the Royal Statistical Society: Series A (Statistics in Society)*, 170(2), 405-424.

Further readings

Catney, G. (2017). Towards an enhanced understanding of ethnic group geographies using measures of clustering and unevenness. *The Geographical Journal*, 183(1), 71-83.

Johnston, R., Manley, D., & Jones, K. (2018). Spatial scale and measuring segregation: illustrated by the formation of Chicago's ghetto. *GeoJournal*, 83(1), 73-85.

Massey, D. S., & Denton, N. A. (1988). The dimensions of residential segregation. *Social Forces*, 67(2), 281-315.

9. Neighbourhood effects

The characteristics of the area or neighbourhood in which individuals live may affect them in different ways. Living in wealthy areas may have, for example, a positive effect on children's education, through better quality schools; living in areas close to co-ethnics may increase minorities' subjective wellbeing, through the development of feelings of community. This session will deal with this phenomenon, known as "neighbourhood effects". We will discuss different mechanisms of neighbourhood effects and attention will be paid to the methodological challenges of this type of research.

Key readings (L)

** M. van Ham, D. Manley, N. Bailey, L. Simpson, & D. Maclennan (Eds.), *Neighbourhood effects research: new perspectives*. Springer Netherlands. [Chapter 2](#) (by Galster, G.): "The mechanism(s) of neighbourhood effects: theory, evidence, and policy implications"; and [Chapter 7](#) (by Manley D. and Van Ham, M.): "Neighbourhood effects, housing tenure and individual employment outcomes".

Further readings

Knies, G., Nandi, A., & Platt, L. (2016). Life satisfaction, ethnicity and neighbourhoods: Is there an effect of neighbourhood ethnic composition on life satisfaction? *Social Science Research*, 60, 110-124.

Nieuwenhuis, J., Hooimeijer, P., van Ham, M., & Meeus, W. (2017). Neighbourhood immigrant concentration effects on migrant and native youth's educational commitments, an enquiry into personality differences. *Urban Studies*, 54(10), 2285-2304.

Clark, K., & Drinkwater, S. (2002). Enclaves, neighbourhood effects and employment outcomes: ethnic minorities in England and Wales. *Journal of Population Economics*, 15(1), 5-29.

Galster, G. (2008). Quantifying the effect of neighbourhood on individuals: challenges, alternative approaches, and promising directions. *Schmollers Jahrbuch : Journal of Applied Social Science Studies / Zeitschrift für Wirtschafts- und Sozialwissenschaften*, 128(1), 7-48.

M. van Ham, & Manley, D. (2012). Neighbourhood effects research at a crossroads. Ten challenges for future research. *Environment and Planning A: Economy and Space*, 44(12), 2787-2793.

10. Neighbourhoods & the life course

Thanks to the increasing availability of longitudinal data, the link between neighbourhood research and life course approaches is on the rise. Are there long-term neighbourhood effects? To what extent are individuals trapped in poor neighbourhoods? Does time of exposure to certain type of neighbourhoods play a role? Is neighbourhood context transmitted from one generation to the next? These interests have come hand in hand with a concern on how this varies by race and/or migrant and ethnic origins, with ethnic/migrant spatial concentration being therefore a key studied variable. This session will provide an overview of these issues.

Key readings (L)

** Sharkey, P. (2008). The intergenerational transmission of context. *American Journal of Sociology*, 113(4), 931-969.

** Hedman, L., Manley, D., van Ham, M., & Östh, J. (2013). Cumulative exposure to disadvantage and the intergenerational transmission of neighbourhood effects. *Journal of Economic Geography*, 15(1), 195-215.

Readings (SP)

McAvay, H. (2018). How durable are ethnoracial segregation and spatial disadvantage? Intergenerational contextual mobility in France. *Demography*, 55(4), 1507-1545.

South, S. J., Huang, Y., Spring, A., & Crowder, K. (2016). Neighborhood attainment over the adult life course. *American Sociological Review*, 81(6), 1276-1304.

Further readings

OECD (Ed.) (2018) *Divided cities: understanding intra-urban inequalities*. Paris: OECD Publishing. Chapter 6 (by van Ham, M., Tammaru, T., & Janssen, H. (2018): "A multi-level model of vicious circles of socio-economic segregation."

Krysan, M., & Crowder, K. (2017). *Cycle of segregation: Social processes and residential stratification*. New York: Russel Sage Foundation.

Andersson, E. K., Malmberg, B., & Clark, W. A. V. (2021). Neighbourhood context and young adult mobility: a life course approach. *Population, Space and Place*, 27(3), e2405.

van Ham, M., & Tammaru, T. (2016). New perspectives on ethnic segregation over time and space. A domains approach. *Urban Geography*, 37(7), 953-962.

Zuccotti, C. V., & Platt, L. (2017). Does neighbourhood ethnic concentration in early life affect subsequent labour market outcomes? A study across ethnic groups in England and Wales. *Population, Space and Place*, 23(6), e2041.

Zuccotti, C. V. (2019). Ethnicity and neighbourhood attainment in England and Wales: A study of second generations' spatial integration. *Population, Space and Place*, e2252.