

Social Stratification I

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Teaching hours: Weds 10:00-13:00, starting February 1st

Course description: This course discusses how present and past societies distribute socially relevant resources generating inequality within and across generations, and how inequality evolves over time and across social groups.

The course provides students both the theoretical structure of the selected debates and their empirical development bringing comparative evidence from advanced democracies and, whenever possible, insights from other disciplines (archaeology, economics, epidemiology, demography, genomics, psychology) and.

Teaching arrangements:

All sessions are organized in two blocks.

- The first consists of a lecture given by the professor, with discussion of the issues presented in the lecture.
- The second will consist of student-run presentations. In their presentations students should reflect on the structure of the literature, establish basic facts, produce *new* ideas, and pose questions for discussion with their peers about alternative explanations of empirical regularities relevant to the subject. Presenters can dig into their topics beyond the limits of this syllabus, both empirically and theoretically. The presenters will also be responsible for organizing the discussion. I can guide the students in these tasks.

Response papers: Non presenting students will be asked to provide short response papers on selected readings/ideas for each session. Response papers will be 1-2 pages maximum and should reflect critic reactions (substantive or methodological) to the readings. Response papers should be sent to the instructor Tuesdays before the sessions (by 14:00 max).

Research paper: Each student must make a research proposal to develop his or her final paper. The topics on which these papers will be developed may be directly related to those selected in the syllabus or, at least, indirectly related if they are relevant to the study of social stratification. The structure of these papers should follow the logic of an empirical research article: research question, literature review, discussion of the substantive contribution that the paper will make to the literature, and empirical exploitation plan.

Students can choose to complete the structure with empirical analysis. While this is not compulsory, it will be considered positively.

The length of research papers should be around 15 pages.

In the final sessions, students will have a chance to present their papers in front of the rest of the class for feedback.

Course evaluation: students' active participation in all sessions + response papers will make up 30% of the final grade. The individual presentation followed by the structure of the discussion proposed in class, another 30%. The research paper 40%.

Sessions and topics

1. The history of social stratification: inequality in ancient and past societies. Feb 1st.

Cheng, J. T. (2020). Dominance, prestige, and the role of leveling in human social hierarchy and equality. *Current opinion in psychology*, 33, 238-244.

Mitnik, Alissa, Ken Massy, Corina Knipper, Fabian Wittenborn, Ronny Friedrich, Saskia Pfrengle, Marta Burri et al. "Kinship-based social inequality in Bronze Age Europe." *Science* 366, no. 6466 (2019): 731-734.

* Scheidel, W. (2017). The great leveler. In *The Great Leveler*. Princeton University Press. Introduction.

Barone, Guglielmo, and Sauro Mocetti. "Intergenerational mobility in the very long run: Florence 1427–2011." *The Review of Economic Studies* 88.4 (2021): 1863-1891.

Clark, G. (2012). What is the true rate of social mobility in Sweden? A surname analysis, 1700-2012. *Manuscript, Univ. California, Davis*.

* Goni, Marc. "Assortative Matching at the Top of the Distribution: Evidence from the World's Most Exclusive Marriage Market." *American Economic Journal: Applied Economics* 14.3 (2022): 445-87.

* Alesina, A. F., Seror, M., Yang, D. Y., You, Y., & Zeng, W. (2020). *Persistence through revolutions*. National Bureau of Economic Research. China:

Lalueza-Fox, Carles. *Inequality: A Genetic History*. MIT Press, 2022.

2. Contemporary class analysis Feb 8th

Scott, J. (2002). Social class and stratification in late modernity. *Acta Sociologica*, 45(1), 23-35.

Wright, Erik Olin (2000). *Class counts student edition*. Cambridge University Press,. Chapter 1 "Class analysis" 1-41.

Grusky, David. *Social stratification, class, race, and gender in sociological perspective*. Routledge, 2008..Sorensen: 219-235

- *Golthorpe, Jonh H 2007 "Social class and the differentiation of employment contracts" PP 101-124
In J-H. Golthorpe On Sociology. Stanford, Stanford University Press.
- *Tåhlin, M. (2007). Class clues. *European Sociological Review*, 23(5), 557-572.
- *Fourcade, M., & Healy, K. (2013). Classification situations: Life-chances in the neoliberal era. *Accounting, Organizations and Society*, 38(8), 559-572.

3. A general framework for studying social Mobility Feb 15th

- Erikson, R., Goldthorpe, J. H., & Goldthorpe, J. H. (1992). *The constant flux: A study of class mobility in industrial societies*. Oxford University Press. Conclusions (Chapter 11)
- Breen, R., & Müller, W. (2020). *Education and intergenerational social mobility in Europe and the United States*. Stanford University Press.
- * Bukodi, E., & Goldthorpe, J. H. (2018). Social inequality and social mobility: is there an inverse relation?. *SocArXiv*, doi, 10.
- * Mitnik, P. A., Cumberworth, E., & Grusky, D. B. (2016). Social mobility in a high-inequality regime. *The ANNALS of the American Academy of Political and Social Science*, 663(1), 140-184.
- * Hertel, F. R., & Groh-Samberg, O. (2019). The relation between inequality and intergenerational class mobility in 39 countries. *American Sociological Review*, 84(6), 1099-1133.

4. Inequalities in Education (I): expansion and equality of opportunity Feb 22nd

- Shavit, Yossi, and Hans-Peter Blossfeld. *Persistent Inequality: Changing Educational Attainment in Thirteen Countries*. *Social Inequality Series*. Westview Press, 5500 Central Avenue, Boulder, CO 80301-2847, 1993.
- * Breen, R., Luijckx, R., Müller, W., & Pollak, R. (2009). Nonpersistent inequality in educational attainment: Evidence from eight European countries. *American journal of sociology*, 114(5), 1475-1521.
- Blossfeld, P. N., Blossfeld, G. J., & Blossfeld, H. P. (2015). Educational expansion and inequalities in educational opportunity: Long-term changes for East and West Germany. *European Sociological Review*, 31(2), 144-160.
- *Barone, C., & Ruggera, L. (2018). Educational equalization stalled? Trends in inequality of educational opportunity between 1930 and 1980 across 26 European nations. *European Societies*, 20(1), 1-25.
- Haim, E. B., & Shavit, Y. (2013). Expansion and inequality of educational opportunity: A comparative study. *Research in Social Stratification and Mobility*, 31, 22-31.
- Lucas, S. R. (2001). Effectively maintained inequality: Education transitions, track mobility, and social background effects. *American journal of sociology*, 106(6), 1642-1690.
- *Raftery, A. E., & Hout, M. (1993). Maximally maintained inequality: Expansion, reform, and opportunity in Irish education, 1921-75. *Sociology of education*, 41-62.
- Breen, R., & Goldthorpe, J. H. (1997). Explaining educational differentials: Towards a formal rational action theory. *Rationality and society*, 9(3), 275-305.

5. Inequalities in Education (I): educational results March 8th

- * Jackson, M., Erikson, R., Goldthorpe, J. H., & Yaish, M. (2007). Primary and secondary effects in class differentials in educational attainment: The transition to A-level courses in England and Wales. *Acta Sociologica*, 50(3), 211-229.
- * Bernardi, F., & Cebolla Boado, H. (2014). Previous school results and social background: Compensation and imperfect information in educational transitions. *European Sociological Review*, 30(2), 207-217.
- * Reardon, S. F. (2011). The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. *Whither opportunity*, 1(1), 91-116.
- Cebolla-Boado, H., Radl, J., & Salazar, L. (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.
- Torche, F. (2018). Prenatal exposure to an acute stressor and children's cognitive outcomes. *Demography*, 55(5), 1611-1639.
- * Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Lasting consequences of the summer learning gap. *American sociological review*, 72(2), 167-180.
- Hackman, D. A., & Farah, M. J. (2009). Socioeconomic status and the developing brain. *Trends in cognitive sciences*, 13(2), 65-73.
- Raudenbush, S. W., & Eschmann, R. D. (2015). Does schooling increase or reduce social inequality. *Annual Review of Sociology*, 41(1), 443-470.
- Van de Werfhorst, H. G., & Mijs, J. J. (2010). Achievement inequality and the institutional structure of educational systems: A comparative perspective. *Annual review of sociology*, 36, 407-428.

6. Family, parenting and cultural capital March 15th

- * Bourdieu, Pierre. "The forms of capital.(1986)." *Cultural theory: An anthology* 1 (2011): 81-93.
- * Jæger, M. M., & Karlson, K. (2018). Cultural capital and educational inequality: A counterfactual analysis. *Sociological Science*, 5, 775-795.
- * Lareau, A. (2002). Invisible inequality: Social class and childrearing in black families and white families. *American sociological review*, 747-776.
- Sullivan, A., Ketende, S., & Joshi, H. (2013). Social class and inequalities in early cognitive scores. *Sociology*, 47(6), 1187-1206.
- Kuppens, S., & Ceulemans, E. (2019). Parenting styles: A closer look at a well-known concept. *Journal of child and family studies*, 28(1), 168-181.
- Doepke, M., & Zilibotti, F. (2019). *Love, money, and parenting: How economics explains the way we raise our kids*. Princeton University Press.
- * Waldfogel, J., Craigie, T. A., & Brooks-Gunn, J. (2010). Fragile families and child wellbeing. *The Future of children*, 87-112.
- Radl, J., Salazar, L., & Cebolla-Boado, H. (2017). Does living in a fatherless household compromise educational success? A Comparative Study of Cognitive and Non-Cognitive Skills. *European Journal of Population*, 33(2), 217-242.
- Gaydos L, Belsky DW, Domingue BW, Boardman JD, Harris KM. 2018. Father absence and accelerated reproductive development in non-Hispanic white women in the United States. *Demography* 55(4):1245– 67

7. Income inequality March 22nd

Piketty, Thomas. "Capital in the twenty-first century." *Capital in the twenty-first century*. Harvard University Press, 2014. Introduction and concluding chapters.

* Alvaredo, F., Atkinson, A. B., Piketty, T., & Saez, E. (2013). The top 1 percent in international and historical perspective. *Journal of Economic perspectives*, 27(3), 3-20.

DiPrete, Thomas A. "What has sociology to contribute to the study of inequality trends? A historical and comparative perspective." *American Behavioral Scientist* 50.5 (2007): 603-618.

* Nolan, Brian, Matteo G. Richiardi, and Luis Valenzuela. "The drivers of income inequality in rich countries." *Journal of Economic Surveys* 33.4 (2019): 1285-1324.

* Acemoglu, D. & Autor, D. (2011): "Skills, Tasks and Technologies: Implications for Employment and Earnings," in *Handbook of Labor Economics*, Vol. 4, 1043–1171.

* Autor, David H. 2015. "Why Are There Still So Many Jobs? The History and Future of Workplace Automation." *Journal of Economic Perspectives*, 29 (3): 3-30.

Acemoglu, D. & Restrepo P (2018): "The Race Between Man and Machine: Implications of Technology for Growth, Factor Shares, and Employment," *American Economic Review*, 108, 1488–1542.

8. Poverty March April 12th

* Banerjee, Abhijit, Abhijit V. Banerjee, and Esther Duflo. *Poor economics: A radical rethinking of the way to fight global poverty*. Public Affairs, 2011.

* Calnitsky, D. (2018). Structural and individualistic theories of poverty. *Sociology Compass*, 12(12), e12640.

Desmond, M., & Western, B. (2018). Poverty in America: New directions and debates. *Annual Review of Sociology*, 44(1), 305-18.

9. Migration April 19th

Guiso, L., Sapienza, P., & Zingales, L. (2006). Does culture affect economic outcomes?. *Journal of Economic perspectives*, 20(2), 23-48.

* Foner, N., & Alba, R. (2008). Immigrant religion in the US and Western Europe: Bridge or barrier to inclusion?. *International migration review*, 42(2), 360-392.

Valentino, Nicholas A., Stuart N. Soroka, Shanto Iyengar, Toril Aalberg, Raymond Duch, Marta Fraile, Kyu S. Hahn et al. "Economic and cultural drivers of immigrant support worldwide." *British Journal of Political Science* 49, no. 4 (2019): 1201-1226.

Di Stasio, V., Lancee, B., Veit, S., & Yemane, R. (2021). Muslim by default or religious discrimination? Results from a cross-national field experiment on hiring discrimination. *Journal of Ethnic and Migration Studies*, 47(6), 1305-1326.

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

- * Polavieja, J. G., Fernández-Reino, M., & Ramos, M. (2018). Are migrants selected on motivational orientations? Selectivity patterns amongst international migrants in Europe. *European Sociological Review*, 34(5), 570-588.
- Cebolla-Boado, H., & Soysal, Y. N. (2018). Educational optimism in China: migrant selectivity or migration experience?. *Journal of Ethnic and Migration Studies*, 44(13), 2107-2126.
- Ichou, M., & Wallace, M. (2019). The healthy immigrant effect. *Demographic Research*, 40, 61-94.
- * Platt, L., Polavieja, J., & Radl, J. (2022). Which integration policies work? The heterogeneous impact of national institutions on immigrants' labor market attainment in Europe. *International Migration Review*, 56(2), 344-375.

10. Gender April 26th

- * Buchmann, C., & DiPrete, T. A. (2006). The growing female advantage in college completion: The role of family background and academic achievement. *American sociological review*, 71(4), 515-541.
- Van de Werfhorst, H. G. (2017). Gender segregation across fields of study in post-secondary education: Trends and social differentials. *European Sociological Review*, 33(3), 449-464.
- Barone, C. (2011). Some things never change: Gender segregation in higher education across eight nations and three decades. *Sociology of education*, 84(2), 157-176.
- Guiso, L., Monte, F., Sapienza, P., & Zingales, L. (2008). Culture, gender, and math. *Science*, 320(5880), 1164-1165.
- Herd, P., Freese, J., Sicinski, K., Domingue, B. W., Mullan Harris, K., Wei, C., & Hauser, R. M. (2019). Genes, gender inequality, and educational attainment. *American Sociological Review*, 84(6), 1069-1098.
- Cech, E. A., & Blair-Loy, M. (2010). Perceiving glass ceilings? Meritocratic versus structural explanations of gender inequality among women in science and technology. *Social Problems*, 57(3), 371-397.
- * Kleven, H., Landais, C., & Sjøgaard, J. E. (2021). Does biology drive child penalties? evidence from biological and adoptive families. *American Economic Review: Insights*, 3(2), 183-98.
- * Rosenbaum, P. (2019). The Family Earnings Gap Revisited: A Household or a Labor Market Problem?. Available at SSRN 3314102.
- * Udry, J. R. (2000). Biological limits of gender construction. *American Sociological Review*, 443-457.
- * Birkelund, G. E., Lancee, B., Larsen, E. N., Polavieja, J. G., Radl, J., & Yemane, R. (2022). Gender Discrimination in Hiring: Evidence from a Cross-National Harmonized Field Experiment. *European Sociological Review*, 38(3), 337-354.

11. Genetics of educational attainment May 3rd

- * Conley D. 2016. Socio-genomic research using genome-wide molecular data. *Annu. Rev. Sociol.* 42:275–99
- * Lee JJ, Wedow R, Okbay A, Kong E, Maghzian O, et al. 2018. Gene discovery and polygenic prediction from a genome-wide association study of educational attainment in 1.1 million individuals. *Nat. Genet.* 50(8):1112–21

- * Liu H. 2018. Social and genetic pathways in multigenerational transmission of educational attainment. *Am. Sociol. Rev.* 83(2):278–304
- * Kong A, Thorleifsson G, Frigge ML, Vilhjalmsón B, Young AI, et al. 2018. The nature of nurture: effects of parental genotypes. *Science* 359:424–28
- Wedow R, Zacher M, Huibregtse BM, Mullan Harris K, Domingue BW, Boardman JD. 2018. Education, smoking, and cohort change: forwarding a multidimensional theory of the environmental moderation of genetic effects. *Am. Sociol. Rev.* 83(4):802–32
- Engzell P, Troup FC. 2019. Heritability of education rises with intergenerational mobility. *PNAS* 116(51):25386–88

12. Wrap up and pending issues. May 10th