

UNIVERSITY OF OSLO  
**SOS 4100 --- SOCIAL INEQUALITY IN THE 21ST CENTURY**  
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## About the changes

We (Alexi and Adrian) have taken over the course and we are eager to continue developing and improving it. This year, we have therefore done a fairly thorough revision of much of the syllabus in this course (as well as the course description). Our aim with these changes has been threefold:

**1) Include new topics**

Since Alexi brings with him insights into important topics that are relevant to this course, we wish to include two new such topics on the syllabus and lecture schedule; ‘Health inequalities’, and ‘Inequalities and public policy’. Additionally, while the course has included texts on the relevance of genetics previously, we believe that this is a good time to exploit the opportunities that the OpenFlux project provides and expand on this topic with a lecture on social mobility and genetics.

**2) Swap out less relevant texts with more relevant ones**

In many cases this entails removing single studies of an important topic in favor of adding review articles that present and synthesize findings from a wide array of studies on the same topic. In some cases it entails removing texts that cover a narrow or less relevant topic in favor of broader or more relevant ones.

**3) Update the syllabus with some of the most recent advancements in the field**

This entails including recent articles that represent a significant advancement in the field by way of adding new insights, providing tentative answers to long-standing questions and/or opening up new fields of inquiry. This is a field that is developing at a rapid pace, and the ink has hardly had time to dry on many of the newly added articles.

A detailed explanation for each change is provided below.

**Total page count: 994**

## Course Outline

1	Introduction: Inequality in a comparative perspective	Gugushvili & Rogne
2	Labor market inequalities	Gugushvili
3	Social mobility 1: Education	Rogne
4	Social mobility 2: Income, class and occupation	Rogne
5	Social mobility 3: Genetics	Isungset
6	Health inequalities	Gugushvili
7	Gender inequality 1: The gender pay gap	Birkelund
8	Gender inequality 2: Education and gender segregation in the labor market	Gugushvili
9	Ethnic stratification 1: Integration and assimilation	Rogne
10	Ethnic stratification 2: Discrimination	Rogne
11	Segregation in schools and neighborhoods	Rogne
12	Inequalities and public policy	Gugushvili

More or less entirely new lectures/topics are marked in green.

\* = in compendium. Compendium will be available at Kopiutsalget at the bookstore Akademika at Blindern. Please bring your student card.

@ = articles are available online through Bibsys' subscriptions on e-journal databases for employees and students. To access the articles it is necessary to use a computer in the UiO network. This is because the UiO subscription access is controlled by IP-address.

Unmarked texts are in the book edited by Grusky.

# 1. Introduction: Inequality in a comparative perspective – Gugushvili & Rogne [95 pages]

## Summary

We start our course with an introductory lecture addressing one of its central questions – why should we be concerned about social inequality in the first place? For many the answer on this question might seem obvious, but for some the aim of exploring and consequently limiting inequality needs rational justification as inequality can have both “harmful” and “beneficial” effects. We will review the basic concepts used to describe inequality, the key components of stratification systems as well as dimensions and parameters of social inequality. A particularly relevant question for our class is how the Nordic welfare states compare to other rich, developed countries on the key institutional arrangements and along various inequality indicators. We will review how social and economic inequality developed in rich, developed countries and globally in the 20<sup>th</sup> century (e.g. the Kuznets curve, the Great U-turn, and the New Geography of Global Income Inequality) and what the theoretical rationale is behind three of the suspected key drivers of rising economic inequality in (most) rich, developed countries since the 1970s.

## Explanation of changes:

- Gornick and Jäntti’s (2013) contribution was moved to recommended further readings as the aspects of material deprivation are now covered in Angela M. O’Rand’s chapter. Besides, poverty in the United States’ context is not the main focus of the present course.
- Grusky and Weisshaar’s (2014) chapter was moved to recommended further readings because the historical overview of inequality is discussed in other contributions later in the syllabus.
- Angela M. O’Rand’s (2006) work is an important contribution which explains social stratification with the life course approach. The main argument of this chapter is that cumulative acquisition of life-course capital is determined by life-course risks that are confronted from birth until death. This is somewhat different from other readings of this week which do not explicitly account life course dimensions of inequality.

Grusky, D. B. & Wiesshaar, K. R. (2014) "Ch. 1a: The Questions We Ask About Inequality" in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 1-16). 4th ed. Boulder: Westview Press. [16 pages]

IN: Angela M. O’Rand (2006). Stratification and the Life Course: Life Course Capital, Life Course Risks, and Social Inequality. In *Handbook of Aging and the Social Sciences (Sixth Edition)*. Pp. 145-162. Academic Press. <https://doi.org/10.1016/B978-012088388-2/50000-6> [17 pages]

Davis, K. (2014 [1945]) "Some Principles of Stratification" in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 28-30). 4th ed. Boulder: Westview Press. (3 pages)

Tumin, M. M. (2014 [1953]) "Some Principles of Stratification: A Critical Analysis" in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 31-38). 4th ed. Boulder: Westview Press. [8 pages]

@Grusky, D. B., Mattingly, M.B., & Varner, E. B. (2016). "Executive Summary" *Pathways, State of the Union 2016*: 3-9. [7 pages]

@Fisher, J. & Smeeding, T. M. (2016). "Income Inequality" *Pathways, State of the Union 2016*: 32-38. [7 pages]

@Chiemlewski, A. K. & Reardon, S. F. (2016). "Education" *Pathways, State of the Union 2016*: 45-50. [6 pages]

@Corak, M. (2016). "Economic Mobility" *Pathways, State of the Union 2016*: 51-58. [8 pages]

@Lichter, D. T., Parisi, D., & de Valk, H. (2016). "Residential Segregation." *Pathways, State of the Union 2016*: 65-75. [11 pages]

Firebaugh, G. (2014) "Ch. 132: The New Geography of Global Income Inequality" in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 1139-1150). 4th ed. Boulder: Westview Press. [12 pages]

## Recommended further reading:

- OUT (out of syllabus, into recommended reading): Grusky, D. & Weisshaar, K. R. (2014) "Ch. 5. A Compressed History of Inequality" in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 44-51). 4th ed. Boulder: Westview Press. [7 pages]
- OUT (out of syllabus, into recommended reading): @ Gornick, J.C. & Jäntti, M. (2013). "Poverty" *Pathways, State of the Union* 2016: 15-24. [10 pages]

## 2. Labor market and income inequalities – Gugushvili [90 pages]

### Summary

Labor market is probably the most important area determining the patterns of social inequality in contemporary developed economies. In this lecture we will review some of the main concepts of labor market functioning such as demand and supply of labor and will ask what does human capital refer to and how does it explain variation in labor market outcomes? We will also discuss how discrimination is defined and what differences are there between different types of discrimination. An important part of the lecture will be to track changes in labor market over the recent decades with the intensifying levels of globalization and the major shock of the Great Depression in the end of the 2000's. We will also address the rising income inequality from the mid-1990s due to rapid income growth among top earners, as well as new patterns of employment and income pooling across families and households.

### Explanation of changes:

- We decided to move Alderson and Nielsen (2002) article to recommended further readings as some of the evidence presented and arguments discussed are already outlined in other readings for this week such as McCall and Percheski (2010) and Atkinson, Piketty, and Saez (2014).
- We added Tomaskovic-Devey et al (2020) to this week's reference list as it is probably the largest study conducted on the decomposition of between- and within-workplace inequalities. The study uses data for 50 million workplace years from 14 countries and shows that institutional context is important in preventing a rise of inequality between workplaces. Besides, it is co-authored by our Departmental colleague.

\*Borjas, G. J. (2013) *Labor Economics*, 6th ed. New York: McGraw-Hill Companies. Pp: 1-10 (Introduction); 235-240 (Human Capital); 276-279 (The Mincer earnings function) [19 pages]

\*England, P. (1992). *Comparable Worth: Theory and Evidence*. New York: Aldine de Gruyter. Excerpt, 54-68. [15 pages]

@ Hout, M. (2016). "Labor Markets" *Pathways, State of the Union* 2016: 10-14. [5 pages]

@ McCall, L. & Percheski, C. (2010). "Income Inequality: New Trends and Research Directions" *Annual Review of Sociology*, 36, 329-347. [22 pages]

Atkinson, A. B., Piketty, T., & Saez, E. (2014) "Ch. 7: Top Incomes in the Long Run of History" in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 59-72). 4th ed. Boulder: Westview Press. [14 pages]

@Autor, D. (2014) "Skills, education, and the rise of earnings inequality among 'the other 99 percent'" *Science* 344 (6186): 843–851. [9 pages]

IN @ Tomaskovic-Devey, D. et al (2020). *Rising between-workplace inequalities in high-income countries*. *Proceedings of the National Academy of Sciences of the United States*. 117, 17, 9277-9283 [6 pages]

### Recommended

### Recommended further reading:

OUT @ Alderson, A. S. & Nielsen, F. (2002) *Globalization and the Great U-Turn: Income Inequality Trends in 16 OECD Countries*. *American Journal of Sociology*, 107: 1244-1299. [56 pages]

### 3. Social mobility 1: Education – Rogne [77 pages]

#### Summary

This lecture first presents some basic concepts about social mobility (OED, relative vs. absolute) and then presents overall trends in educational mobility (comparative; Breen et al.). This is followed by a discussion of primary and secondary effects in a comparative perspective (Jackson). Then, we present studies of different mechanisms of intergenerational persistence, focusing on the role of the home environment (Lareau), and an overview of results from quasi-experimental, twin and adoption studies (Björklund and Salvanes). Finally, we briefly discuss whether genetics play a role, as an introduction to Social mobility 3.

#### Explanation of changes:

- The article by Erikson and Jonsson mostly attempts to explain why educational mobility is high in Sweden (and other Nordic countries). Although it provides a broad overview, it is very long and a bit dated (25 years old), and we feel it is time to replace it.
- The article by Bihagen et al. focuses on the education-destination relationship, and is therefore less relevant here. The article also uses some sample restrictions that make the results difficult to interpret. We therefore suggest to cut it.
- The article by Björklund and Salvanes is a bit technical, and perhaps too advanced, but it does a good job at summarizing a lot of relevant literature (though primarily from economics) on different mechanisms that maintain intergenerational educational persistence. We therefore want to try it on the syllabus, and intend to ask the students to focus on the substantive content more than the technical stuff.

Breen, R., Luuikx, R. Müller, W. & Pollak R. (2014). "Ch. 62: Nonpersistent Inequality in Educational Attainment" in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 551-561). 4th ed. Boulder: Westview Press. [12 pages]

Jackson, Michelle (2014) "Ch. 63. Determined to Succeed" in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 562-569). 4th ed. Boulder: Westview Press. [8 pages]

Lareau, A. (2014) «Ch. 116. Unequal Childhoods: Class, Race, and Family Life» in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 1013-1022). 4th ed. Boulder: Westview Press. [11 pages]

IN: @ Björklund, A., & Salvanes, K. G. (2011). *Education and family background: Mechanisms and policies. Handbook of the Economics of Education* (Vol. 3), 201-247. St. Louis: Elsevier [46 pages]

OUT: \* Erikson, R. & Jonsson, J. O. (1996) "Explaining Class Inequality in Education: The Swedish Test Case," in Erikson, J. & Jonsson, J. O. (eds.) *Can Education Be Equalized?* (Pp. 1-64) Boulder: Westview Press. [64 pages]

OUT: @ Bihagen, E., Nermo, M., Stern, C. and Åberg, Y. (2017) "Elite mobility among college graduated men in Sweden: Skills, personality and family ties," *Acta Sociologica*, Vol. 60, 291-308. [18 pages]

## 4. Social mobility 2: Income, class and occupation – Rogne [106 pages]

### Summary

The lecture opens with a presentation of basic methods, concepts and classifications in social mobility research, followed by the article by Torche, which provides a very good, broad overview of social mobility research, mechanisms that may explain the Great Gatsby curve, and a critical discussion on the relationship between social mobility and equality of opportunity. This is followed by a presentation of the article by Pfeffer and Hertel, which, in addition to providing an interesting empirical analysis of US mobility trends, presents a very good overview of theoretical perspectives on social mobility. The article by Mood provides a valuable discussion of sociological and economic approaches to mobility research, the relevance of measures of class vs income and the importance of paying attention to both. Finally, the paper by Jonsson et al. presents a relevant discussion of the concepts of class, and presents an argument that much of intergenerational persistence is driven by “micro-class” persistence. Counter-arguments to this latter point are presented in the lecture, but this is not on the reading list.

### Explanation of changes:

- While the empirical analysis in Pfeffer and Hertel is highly relevant for this course, the main reason why we wish to include this article is the very solid theoretical discussion it presents.
- The article by Mood provides a very relevant discussion of different approaches to social mobility research, and an analysis of the relevance of class and income in a Scandinavian context.
- The reason why we suggest cutting Mastekaasa’s article is mainly that it focuses specifically on the direct origin-destination relationship, and we therefore find it more relevant to include the article by Pfeffer and Hertel, which discusses a broader set of relationships.

@ Torche, F. 2015. “Intergenerational Mobility and Equality of Opportunity,” *European Journal of Sociology*, 56(3): 343–371. [28 pages]

IN: @ Pfeffer, F. T., & Hertel, F. R. (2015). How has educational expansion shaped social mobility trends in the United States? *Social Forces*, 94(1), 143-180 [37 pages]

IN: @ Mood, C. (2017) "More than Money: Social Class, Income, and the Intergenerational Persistence of Advantage" *Sociological Science*, April 5, 2017. DOI 10.15195/v4.a12 [25 pages]

Jonsson, J. O., Grusky, D. B., Di Carlo, M., & Pollak, R. (2014). "Ch 55: It's a Decent Bet Our Children Will Be Professors Too" " in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 480-495). 4th ed. Boulder: Westview Press. [16 pages]

OUT: @Mastekaasa, A. (2011) "Social Origins and Labour Market Success – Stability and Change over Norwegian Birth Cohorts 1950–1969." *European Sociological Review*, 27(1):1-15. [15 pages]

## 5. Social mobility 3: Genetics– Isungset [57 pages]

### Summary

The lecture opens with a basic introduction on the topic of genetics and its relevance to the study of social mobility. It then presents and explains the basic twin model. This is followed by a presentation of two comparative meta-studies based on twin-study data. The first, by Branigan et al., compares the heritability of educational attainment across countries, and introduces an important debate on whether genetics is more important for explaining individual outcomes in more open societies. The second, by Engzell and Troupf, attempts to provide a tentative answer to this question by linking heritability estimates and levels of social mobility. The second part of the lecture presents and explains polygenic risk scores, and presents two studies using this method. The first, by Harden & Koellinger, introduces the method in a pedagogical way, and explains its utility and its limitations, as well as providing an empirical analysis. The other study, by Belsky et al., uses polygenic risk scores to assess the importance of genes for educational and occupational attainment and wealth accumulation, while also expanding on the discussion of “genetic nurture”. In addition to this, the lecturer may also present results from his/her own work and other relevant points.

### Explanation of changes:

- This is a new lecture. So all of the articles here are new on the syllabus. The goal is to explain how and why genetics may affect individual education and socioeconomic attainment, present the status quo of the field, and explain what implications this has for social mobility research. The topic and articles are complex, so we attempt to limit the page volume.
- The article by Branigan et al. introduces the topic and provides a very relevant comparative meta-analysis of twin study estimates for educational attainment. It replaces Nielsen.
- The article by Engzell and Troupf is very short, and provides a very interesting analysis of the role of genetics vs social environment for explaining variation across countries in mobility levels. We believe it is important that the students are familiar with this topic and the argument made here.
- Harden and Koellinger is a very pedagogical introduction to polygenic risk scores, including its limitations.
- The article by Belsky et al. provides estimates of the relevance of genetic heritability for education, “social class” (somewhat unorthodoxly defined) and wealth, using polygenic risk scores, making it a relevant inclusion both because of the topic they study, and because of the methods they employ.

IN: @ Branigan, A. R., McCallum, K. J., & Freese, J. (2013). Variation in the heritability of educational attainment: An international meta-analysis. *Social forces*, 92(1), 109-140. [33 pages]

IN: @ Engzell, P., & Troupf, F. C. (2019). Heritability of education rises with intergenerational mobility. *Proceedings of the National Academy of Sciences*, 116(51), 25386-25388. [3 pages]

IN: @ Harden, K. P., & Koellinger, P. D. (2020). Using genetics for social science. *Nature Human Behaviour*, 1-10. [10 pages]

IN: @ Belsky, D. W., Domingue, B. W., Wedow, R., Arseneault, L., Boardman, J. D., Caspi, A., ... & Moffitt, T. E. (2018). Genetic analysis of social-class mobility in five longitudinal studies. *Proceedings of the National Academy of Sciences*, 115(31), E7275-E7284. [11 pages]

OUT: @ Nielsen, F., & Roos, J. M. (2015). "Genetics of Educational Attainment and the Persistence of Privilege at the Turn of the 21st Century." *Social Forces*, 94 (2): 535-561. [27 pages]

### Recommended further reading:

IN: @ Diewald, M., Baier, T., Schulz, W. et al. Status Attainment and Social Mobility. *Köln Z Soziol* 67, 371–395 (2015). <https://doi.org/10.1007/s11577-015-0317-6>

IN: Freese, J. (2008). Genetics and the social science explanation of individual outcomes. *American Journal of Sociology*, 114(S1), S1-S35.

IN: @ Nielsen, F., & Roos, J. M. (2015). "Genetics of Educational Attainment and the Persistence of Privilege at the Turn of the 21st Century." *Social Forces*, 94 (2): 535-561. [27 pages]



## 6. Health inequalities – Gugushvili [67 pages]

### Summary

This week's lecture deals with probably most widely studied implication of social inequalities for individuals' life – their health status and likelihood of death. We will discuss how unequal is health in relation to various dimensions of social inequality. The lecture will review the persistence of social inequalities in modern welfare states, the general social determinants of health and fundamental causes of health inequalities. The lecture will explore the potential reasons of the persistence of socio-economic inequalities in health, even in Norway and other highly developed "welfare states" of Western Europe, among other theoretical explanations, we will talk about an important distinction which is made between social selection and social causation. Differences between absolute and relative income hypotheses will be also reviewed. We will pay special attention to the perspective which assumes that social conditions as fundamental causes of health inequalities and illustrate this approach with the illuminating case study of the routine clinic visits for diabetes in the United States.

### Explanation of changes

- Bartley (2017) is one of the main texts in health inequality and this chapter provides an excellent overview what is implied in health inequality, how it is measured and why it matters for understanding the extent of this social problem.
- Mackenbach (2012) is the world authority on health inequality research and in this illuminating review article he summarise different theoretical approaches for understanding why health inequalities exist and persist in modern welfare states.
- Marmot and Wilkinson's (2001) response article has been cited about 1000 times and is considered as a short but insightful critique of material pathways linking income inequality to health. In turn, the authors present arguments for the psychological explanations of income inequality consequences on health.
- Link and Phelan (2008) are the authors of fundamental causes theory of health inequalities – believed to be one of the most comprehensive theoretical explanations why health inequalities exist. In this chapter the authors present the main building blocks of their influential theory.
- Building and expanding Link and Phelan's work, Lutfey and Freese (2014) in turn provide an insightful empirical illustration how socio-economic inequalities are manifested in health inequalities.

IN \* Bartley (2017). Chapter 2 – What is health inequality? In Bartley *Health Inequality: An Introduction to Concepts, Theories and Methods*. Polity Press, Cambridge. Pp. 28-47. [19 pages]

IN @ Mackenbach (2012). The persistence of health inequalities in modern welfare states: Explanation of a paradox. *Social Science & Medicine*, 75, 761-769. [8 pages]

IN @ Marmot, Michael and Wilkinson, Richard G. (2001). Psychosocial and material pathways in the relation between income and health: A response to Lynch et al. *BMJ*, 322, 1233-1236. [3 pages]

IN \* Capriano, Link and Phelan. (2008). Chapter 2 – Social inequality and health: Future dimensions for fundamental cause explanations", in Lareau and Conley *Social Class: How does it work?* Russell Sage Foundation, New York. Pp. 232-263 [31 pages]

IN \* Lutfey & Freese (2014) "The Fundamentals of Fundamental Causality" in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 1050-1055). 4th ed. Boulder: Westview Press. [6 pages]

## 7. Gender inequality 1: The gender pay gap – Birkelund [58 pages]

### Summary

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### Explanation of changes

- Petersen, Penner, and Høgsnes (2014) article was moved to recommended further readings as it is quite long and some of the issues it deals with are covered in other readings of this and the previous week..

\*Polachek, S. (2012) "A Human Capital Account of the Gender Pay Gap", in Grusky, Davis & Tamar Kricheli- Katz (eds.) *The New Gilded Age. Critical Inequality Debates of Our Time*. Stanford University Press, pp. 161-188 [27 pages]

\*Blau, F. D. (2012) "The Sources of the Gender Pay Gap", in Grusky, Davis & Tamar Kricheli-Katz (eds.) *The New Gilded Age. Critical Inequality Debates of Our Time*. Stanford University Press, pp 189-208 [19 pages]

@Petersen, T. & Morgan, L. A. (2014) "The Within Gender Wage Gap." In David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 912-918). 4th ed. Boulder: Westview Press. [7 pages]

Tam, T. (2014) "Why Do Female Occupations Pay Less?" In David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 924-928). 4th ed. Boulder: Westview Press. [5 pages]

### Recommended further reading:

OUT (out of syllabus, into recommended reading): @Petersen, T., A. M. Penner, and G. Høgsnes (2014) *From Motherhood Penalties to Husband Premia: The New Challenge for Gender Equality and Family Policy, Lessons from Norway*, *American Journal of Sociology*, 119: 1434-1472. [39 pages]

## 8. Gender inequality 2: Education and gender segregation in the labor market – Gugushvili [109 pages]

### Summary

After discussing the gender pay gap in the previous lecture, we will consider in detail gender difference in educational attainment and gender segregation in the labor market. Until recent decades men were expected to get higher educational qualifications than women but presently in the majority of developed countries women outpace men by how well they perform in educational institutions as well as by the overall level of educational attainment. Among other factors, e.g. women's greater incentives to pursue education, we will discuss the evidence from the United States that the women's advantage in attaining tertiary education is largest in families with low-educated or absent fathers. Despite these educational achievements and other types of equalisation of conditions between men and women, gender-differentiated roles within labor market institutions are still omnipresent. Although these differences are often explained as outcomes of free choices by formally equal but innately different men and women, we will discuss how structural and institutional factors sustain and reproduce gender inequalities.

@Ridgeway, C. L. (2014). "The persistence of Gender Inequality", in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 973-981). 4th ed. Boulder: Westview Press. [8 pages]

@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: 515-541. [26 pages]

\*Charles, M. and Grusky, D. B. (2004) "The Four Puzzles of Sex Segregation." I: Charles & Grusky (red.) *Occupational Ghettos* (ch. 1). Stanford: Stanford University Press. [35 pages]

@Charles, M. (2011). A world of difference: international trends in women's economic status. *Annual Review of Sociology*, 37, 355-371. [17 pages]

\*Harkness, S. (2013) "Women's Employment and Household Income Inequality", in Gornick & Jantti (eds): *Income Inequality*, Stanford University Press, pp 207-230 [23 pages]

## 9. Ethnic stratification 1: Integration and assimilation – Rogne [79 pages]

### Summary

This lecture first introduces key similarities and differences between the neo-assimilation perspective and the segmented assimilation perspective (Alba and Nee, Portes and Zhou). It then moves on to descriptions and discussions of challenges related to integration and assimilation of immigrants and the ‘second generation’ in Western and European countries (Heath et al., Alba and Foner). Finally, we turn to a study of socioeconomic mobility among children of immigrants in Norway (Hermansen), followed by a new and thorough discussion on immigrant selectivity (Feliciano), which, as an emerging field of research sheds considerable light on integration and assimilation processes.

### Explanation of changes:

- The articles by Jiménez and Larsen, Rogne and Birkelund are cut, while Alba, R. & Foner’s article are moved to recommended further readings to make room for additions to the syllabus in other areas (health, policy etc). While relevant to this topic, they are somewhat less important than the other texts in this section.
- The Feliciano article replaces the article by Ichou, as it covers much of the same subject matter, but provides a broader overview of the topic.

Alba, R., and Nee, V. (2014) "Ch. 83: Assimilation Theory for an Era of Unprecedented Diversity" in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 721-728). 4th ed. Boulder: Westview Press. [8 pages]

Portes, A. & Zhou, M. (2014) "Ch. 84: The New Second Generation: Segmented Assimilation and Its Variants" in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 729-740). 4th ed. Boulder: Westview Press. [11 pages]

@ Heath, A. F., Rothon, C. & Kilpi, E. (2008). “The Second Generation in Western Europe: Education, Unemployment, and Occupational Attainment.” *Annual Review of Sociology*, 34: 211–35. [25 pages]

@ Hermansen, A. S. (2016). "Moving Up or Falling Behind? Intergenerational Socioeconomic Transmission among Children of Immigrants in Norway." *European Sociological Review* 32(5): 675-689. [15 pages]

IN: @ Feliciano, C. (2020). Immigrant Selectivity Effects on Health, Labor Market, and Educational Outcomes. *Annual Review of Sociology*, 46. [20 pages]

OUT: Jiménez, T. (2014). “Ch. 85: Why Replenishment Strengthens Racial and Ethnic Boundaries,” " in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 740-746). 4th ed. Boulder: Westview Press. [7 pages]

OUT: @ Ichou, M. (2014). "Who They Were There: Immigrants’ Educational Selectivity and Their Children’s Educational Attainment." *European Sociological Review* 30:750-765. [16 pages]

OUT: @ Larsen, E. Nergård; Rogne, A. Farner & Birkelund, G.E. (2018). Perfect for the Job? Overqualification of Immigrants and their Descendants in the Norwegian Labor Market. *Social Inclusion*, Vol 6, 78-103. [25 pages]

### Recommended further reading:

OUT (out of syllabus, into recommended reading): @ Alba, R. & Foner, N. (2016). “Integration’s challenges and opportunities in the Wealthy West,” *Journal of Ethnic and Migration Studies*, 42(1), 3-22. [20 pages]

## 10. Ethnic stratification 2: Discrimination – Rogne [66 pages]

### Summary

This lecture focuses exclusively on labor market discrimination. The first two texts (Reskin and Petersen) focus on theoretical perspectives on discrimination. This is followed by two empirical contributions based on field experiments (Bertrand and Mullainathan for the US case, and Di Stasio and Larsen for a comparative study). Finally, Birkelund et al. provide qualitative evidence on the employers' decision making process (which to some extent also corrects the theoretical discussion by Petersen).

### Explanation of changes:

- Students have (in evaluations) requested empirical studies on discrimination – specifically, a previous study by Birkelund et al. This study is on the syllabus in a different course. However, a very recent article from the GEMM project (Di Stasio and Larsen) covers the same topic, but in a comparative perspective, making it a highly relevant addition.
- Additionally, Birkelund et al. shed light on employers' decision making, which is also highly relevant to this topic.

Reskin, B. (2014). "Ch. 98: Rethinking Employment Discrimination and Its Remedies" in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 849-858). 4th ed. Boulder: Westview Press. [10 pages]

Petersen, T. (2014) «Ch. 99: Discrimination: Conscious or Nonconscious?» in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 858-864). 4th ed. Boulder: Westview Press. [7 pages]

Bertrand, M., & S. Mullainathan (2014) "Ch. 86: Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination" in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 747-751). 4th ed. Boulder: Westview Press. [5 pages]

IN: @ Di Stasio, V., & Larsen, E. N. (2020). *The Racialized and Gendered Workplace: Applying an Intersectional Lens to a Field Experiment on Hiring Discrimination in Five European Labor Markets*. *Social Psychology Quarterly*, 0190272520902994. [22 pages]

IN: @ Birkelund, G. E., Johannessen, L. E., Rasmussen, E. B., & Rogstad, J. (2020). Experience, stereotypes and discrimination. Employers' reflections on their hiring behavior. *European Societies*, 1-22. [22 pages]

### Recommended further reading:

IN: @ Quillian, Lincoln; Heath, Anthony; Pager, Devah; Midtbøen, Arnfinn Haagensen; Fleischmann, Fenella & Hexel, Ole (2019). *Do Some Countries Discriminate More than Others? Evidence from 97 Field Experiments of Racial Discrimination in Hiring*. *Sociological Science*. ISSN 2330-6696. 6, s 467- 496 .

## 11. Segregation in schools and neighborhoods – Rogne [104 pages]

### Summary

This lecture is intended to cover both causes and consequences of residential segregation. It first dives into the article by Charles, with a theoretical discussion of how segregation patterns emerge and why they persist, with a special emphasis on racial and ethnic segregation, followed by a discussion on potential consequences of such segregation. This is followed by two empirical studies that investigate the consequences of segregation using an experimental research design (Chetty et al.; US) and decomposition methods (Hermansen et al.; Norway). In addition to covering the syllabus, the lecture will present descriptions of segregation patterns.

### Explanation of changes:

- The entire syllabus is new here (with the exception of Chetty et al.).
- The article by Charles fills the same role as the article by Massey did, but we believe it does a slightly better job at providing an overview of the research topic.
- Hermansen and Birkelund is switched out in favor of Hermansen et al., since the latter covers a somewhat wider topic, at the expense of losing some of the focus on school segregation specifically.
- The Berger and Engzell article did not really fit here, as it was about geographic variation in social mobility, rather than segregation.
- With regards to Chetty et al., we have just swapped out the working paper version in favor of the published (final) version of the same article.

IN: @ Charles, C. Z. (2003). The dynamics of racial residential segregation. *Annual review of sociology*, 29(1), 167-207. [41 pages]

IN: @ Chetty, R., Hendren, N., & Katz, L. F. (2016). The effects of exposure to better neighborhoods on children: New evidence from the Moving to Opportunity experiment. *American Economic Review*, 106(4), 855-902. [48 pages]

IN: @ Hermansen, A. S., Borgen, N. T., & Mastekaasa, A. (2020). Long-term trends in adult socio-economic resemblance between former schoolmates and neighbouring children. *European Sociological Review*, 36(3), 366-380. [15 pages]

OUT: @ Chetty, R., Hendren, N., & Katz, L. F. 2015. *The effects of exposure to better neighborhoods on children: New evidence from the Moving to Opportunity experiment* (No. w21156). National Bureau of Economic Research. [1-40 pages]

OUT: @ Massey, D. S. (2016) "Segregation and the Perpetuation of Disadvantage" in David Brady & Linda M. Burton (eds.) *Oxford Handbook of the Social Science of Poverty*. (Pp. 369-393) Oxford: Oxford University Press. [24 pages]

OUT: @ Berger, T. & Engzell, P. (2019) American geography of opportunity reveals European origins, *PNAS*, Vol 116, 6045-6050. [6 pages]

OUT: @ Hermansen, A. S., & Birkelund, G.E (2015). "The Impact of Immigrant Classmates on Educational Outcomes." *Social Forces* 94(2):615-642. [32 pages]

### Recommended further reading:

INN: @ Wessel, Terje; Magnusson Turner, Lena & Nordvik, Viggo (2018). Population dynamics and ethnic geographies in Oslo: the impact of migration and natural demographic change on ethnic composition and segregation. *Journal of Housing and the Built Environment*. ISSN 1566-4910. 33(4), s 789- 805 [16 pages]

INN: @ Toft, Maren (2017). Enduring contexts: Segregation by affluence throughout the life course. *Sociological Review*. ISSN 0038-0261. 66(3), s 645- 664 [19 pages]

@ Hermansen, A. S., & Birkelund, G.E (2015). "The Impact of Immigrant Classmates on Educational Outcomes." *Social Forces* 94(2):615-642. [32 pages]

## 12. Inequalities and public policy – Gugushvili [86 pages]

### Summary

Equipped with knowledge from the previous weeks, this lecture intends to review some of the approaches which can be used to reduce social inequalities. Institutional structures and broader socio-economic developments affect the social risks that citizens face. Those consequences are moderated by the tripartite of (1) the welfare state provisions, (2) family resources and (3) the labour market opportunities. This week we will discuss how various public policy interventions via welfare state and labour market institutions can reduce or aggravate distances between socio-economic groups. Although some institutions mitigate social inequalities (i.e. reducing the income gap between the rich and poor through redistributive policies), they can simultaneously produce new social inequalities (often as unintended consequences). We will focus on both old and new social inequalities (e.g., those that occur in post-industrial societies) and will discuss, among others, early life equalities, educational institutions, population health improving measures, family policies, and old age provisions. In doing so, we will take a comparative perspective and focus on developments primarily in Western welfare democracies.

### Explanation of changes:

- All readings in this section are new except of Esping-Andersen and Myles's contribution which was moved from another section of the previous version of this syllabus.
- Heckman (2011) is a renowned scholar on earlier childhood interventions and the suggested article he eloquently presents the summary of the evidence and arguments he had been working on for decades.
- Van de Werfhorst and Mijs (2010) article remains one of the most comprehensive reviews on the institutional arrangement of educational systems and inequality outcomes related to this arrangement.
- In his concluding chapter on *Policy Implications*, Mackenbach (2019) summarises evidence on policies related to health inequalities and provides his recommendations how to tackle fundamental health inequalities.
- OECD's (2015) special section on the role of minimum wages presents comprehensive overview how policies related to the minimum wage provision can reduce income inequalities in different institutional settings.
- Olivetti and Petrongolo (2017) provide another review of the economic consequences of family policies based on long-term data in high-income countries
- The last reference for this week by Henkens et al (2018) is an attempt to review policy aspects of inequalities emerging in old-age.

Esping-Andersen, G. & Myles, J. (2014) "Ch. 6: The Welfare State and Redistribution" in David B. Grusky (ed.) *Social Stratification: Class, Race, and Gender in Sociological Perspective* (Pp. 52-58). 4th ed. Boulder: Westview Press. [7 pages]

IN: @ Heckman, James J (2011). The Economics of Inequality: The Value of Early Childhood Education. *American Educator*, 35, 1, pp. 31-35,47. Available online: <https://files.eric.ed.gov/fulltext/EJ920516.pdf> [5 pages]

IN: @ Van de Werfhorst, H.G. & Mijs, J. J.B. (2010). Achievement Inequality and the Institutional Structure of Educational Systems: A Comparative Perspective. *Annual Review of Sociology*, 36, pp. 407-428. Available online: <https://www.annualreviews.org/doi/abs/10.1146/annurev.soc.012809.102538> [21 pages]

IN: @ Mackenbach, Johan P. (2019). *Policy Implications*, in Health inequalities, pp. 163-182, Oxford University Press. [19 pages]

IN: @ OECD (2015). Special section on the role of minimum wages after the crisis (Chapter 1). In: OECD (2015), *Employment Outlook*, 34-53. Paris: OECD. [19 pages]

IN: @ Olivetti, C. and Petrongolo, B. (2017). The Economic Consequences of Family Policies: Lessons from a Century of Legislation in High-Income Countries. *Journal of Economic Perspectives*, 31 (1), 205-30. [15 pages]

**Recommended further reading:**

IN: @ Kène Henkens, Hendrik P van Dalen, David J Ekerdt, Douglas A Hershey, Martin Hyde, Jonas Radl, Hanna van Solinge, Mo Wang, Hannes Zacher (2018). What We Need to Know About Retirement: Pressing Issues for the Coming Decade. *The Gerontologist*, 58(5), 805–812, <https://doi.org/10.1093/geront/gnx095>