

UNIVERSITY OF OSLO
SOS 4100 --- CAUSES AND CONSEQUENCES OF SOCIAL INEQUALITIES

SPRING 2024⁴

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Accessing the syllabus

- The main book, “Social Stratification: Class, Race, and Gender in Sociological Perspective”, edited by David B. Grusky should be **available online for free** (access provided by the university). It can be accessed here: <https://www.taylorfrancis.com/books/social-stratification-david-grusky-katherine-weisshaar/e/10.4324/9780429494642>
You need to be logged onto a university computer, or use some other form of remote access. Read more here: <https://www.uio.no/english/using/remote-access.html>
- The compendium texts (marked *) can be bought as a booklet at the Akademika bookstore. Each individual text may also be available at the library, but we cannot guarantee this.
- The online articles (marked @) are available online. Some are freely available (open access), others require access through UiO (You need to be logged onto a university computer, or use some other form of remote access. Read more here: <https://www.uio.no/english/using/remote-access.html>)

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Course outline

1	Introduction: Inequality in a comparative perspective	Gugushvili-/Borgen
2	Labor market inequalities	Gugushvili
3	Social mobility 1: Education	BorgenGugushvili
4	Social mobility 2: Income, class and occupationGender inequality 1: The gender pay gap	GugushviliBirkelund
5	Social mobility 3: GeneticsGender inequality 2: Education and gender segregation in the labor market	IsungsetGugushvili
6	Gender inequality 1: The gender pay gapSocial mobility 2: Income, class and occupation	Birkelund Gugushvili
7	Gender inequality 2: Education and gender segregation in the labor market	Gugushvili
7	Social mobility 3: Genetics	Isungset
8	Ethnic stratification 1: Integration and assimilation	Borgen
9	Ethnic stratification 2: Discrimination	Borgen
10	Segregation in schools and neighborhoods	Borgen
11	Consequences of social inequalities and mobility	Gugushvili
12	Inequalities and public policy	Gugushvili

1. Introduction: Inequality in a comparative perspective – Gugushvili/Borgen

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 others, 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 20th century (e.g. the Kuznets curve, the Great U-turn, and the New Geography of Global Income Inequality) and the theoretical explanations for three of the suspected key drivers of rising economic inequality in (most) rich, developed countries since the 1970s.

Readings:

- 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.
- 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>
- 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.
- 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.
- @Grusky, D. B., Mattingly, M.B., & Varner, E. B. (2016). "Executive Summary" *Pathways, State of the Union* 2016: 3-9.
- @Fisher, J. & Smeeding, T. M. (2016). "Income Inequality" *Pathways, State of the Union* 2016: 32-38.
- @Corak, M. (2016). "Economic Mobility" *Pathways, State of the Union* 2016: 51-58.
- @Lichter, D. T., Parisi, D., & de Valk, H. (2016). "Residential Segregation." *Pathways, State of the Union* 2016: 65-75.
- @Hoffmann, E., David S. Lee, D.S., & Lemieux, T. (2020). "Growing Income Inequality in the United States and Other Advanced Economies" *Journal of Economic Perspectives—Volume 34, Number 4, Fall 2020, pp. 52-78*. [This is a more up-to-date reference than the one used last year about cross-national income differences].
- 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.
- Recommended further 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.
- @ Gornick, J.C. & Jäntti, M. (2013). "Poverty" *Pathways, State of the Union* 2016: 15-24.
- @ Chiemelewski, A. K. & Reardon, S. F. (2016). "Education" *Pathways, State of the Union* 2016: 45-50.
- 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. [This is old text and we replaced it with more recent and relevant text].
- @Fisher, J. & Smeeding, T. M. (2016). "Income Inequality" *Pathways, State of the Union* 2016: 32-38. [This is old text and we replaced it with more recent and relevant text].

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2. Labor market and income inequalities – Gugushvili

Summary

The 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 there are between different types of discrimination. An important part of the lecture will be to track changes in the labor market over the recent decades with the intensifying levels of globalization and the major shock of the Great Recession 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.

Readings:

- *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).
- @ Movahed, M. *England, P.-(20234992). Varieties of capitalism and income inequality *Comparable Worth: Theory and Evidence*. *International Journal of Comparative Sociology* New York: Aldine de Gruyter. Excerpt, 54-68. <https://doi.org/10.1177/00207152231174158>. [This is a more up-to-date reference on the topic].
- @ Hout, M. (2016). "Labor Markets" *Pathways, State of the Union* 2016: 10-14. [5 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.
- @ Ho-fung Hung (2021), Recent Trends in Global Economic Inequality, *Annual Review of Sociology*, 47:349–67 ~~(it's an important and comprehensive review of income inequality from a global perspective).~~
- @ Autor, D. (2014) "Skills, education, and the rise of earnings inequality among 'the other 99 percent'" *Science* 344 (6186): 843–851.
- @ 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.

Recommended further reading:

- @ McCall, L. & Percheski, C. (2010). "Income Inequality: New Trends and Research Directions" *Annual Review of Sociology*, 36, 329-347.
- *England, P. (1992). *Comparable Worth: Theory and Evidence*. New York: Aldine de Gruyter. Excerpt, 54-68. ~~[This was quite dated reference which we substituted with more up to date source]~~

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3. Social mobility 1: Education – [Borgen Gugushvili](#)

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; when reading this text, if you struggle with the technicalities of the methods – focus on the substance and main conclusions they draw). Finally, we briefly discuss whether genetics play a role, as an introduction to Social mobility 3.

Readings:

- 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.
- 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.
- 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.
- [@ 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.](#)

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Recommended further reading:

- [@ Swift, A. \(2004\). Would perfect mobility be perfect?. *European sociological review*, 20\(1\), 1-11.](#)

64. Social mobility 2: Income, class and occupation – Gugushvili

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 (only the 10 first pages – up to but not including the method section). 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.

Readings:

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

@ Bukodi, E., Paskov, M., & Nolan, P., Pfeffer, F. T., & Hertel, F. R. B. (2015). Intergenerational Class Mobility in Europe: A New Account. How has educational expansion shaped social mobility trends in the United States? *Social Forces*, 94(34), 941–972. [ONLY THE 10 FIRST PAGES]. [The previous text was update with this article from the same journal but greater relevance for this topic].

@ 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.

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.

Recommended further reading:

@ Erikson, R., Goldthorpe, J. H., & Hällsten, M. (2012). No way back up from ratcheting down? A critique of the ‘microclass’ approach to the analysis of social mobility. *Acta Sociologica*, 55(3), 211-229.

@ 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 [Substituted with recent article as can be seen above].

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75. 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 Tropf, 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.

Readings:

- @ 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.
- @ Engzell, P., & Tropf, F. C. (2019). Heritability of education rises with intergenerational mobility. *Proceedings of the National Academy of Sciences*, 116(51), 25386-25388.
- @ Harden, K. P., & Koellinger, P. D. (2020). Using genetics for social science. *Nature Human Behaviour*, 1-10.
- @ 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.

Recommended further reading:

- @ 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>
- @ Freese, J. (2008). Genetics and the social science explanation of individual outcomes. *American Journal of Sociology*, 114(S1), S1-S35.
- @ 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.
- @ Mills, M. C., & Tropf, F. C. (2020). *Sociology, Genetics, and the Coming of Age of Sociogenomics*. *Annual Review of Sociology*, 46, 553-581.

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46. Gender inequality 1: The gender pay gap – Birkelund

Summary

This lecture tackles a long-standing question in research on the gender pay gap; are wage differences between men and women primarily due to differences in human capital, discrimination (in hiring, wage setting or promotion), evaluative discrimination, or other factors (gender roles, family formation, different preferences for working hours and occupations etc.). In this lecture, we present both theoretical arguments and empirical evidence that might shed light on these questions, and encourage discussions among the students on why women (on average) earn less than men.

Readings:

- *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.
- *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.
- @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.
- 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.

Recommended further 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.

57. Gender inequality 2: Education, sexual harassment, -and gender segregation in the labor market – Gugushvili

Summary

After discussing the gender pay gap in the previous lecture, we will consider in detail gender differences 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 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 equalization 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.

Readings:

@_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.

@_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: 545-544. Folke, O., Rickne, J. (2022). Sexual Harassment and Gender Inequality in the Labor Market. *The Quarterly Journal of Economics*, Volume 137, Issue 4, November 2022, Pages 2163–2212. [This is a very interesting recent study on sexual harassment and gender segregation].

* 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.

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

Recommended further reading:

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

@_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. [This text was replaced with a more relevant and interesting article].

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~~6. Social mobility 2: Income, class and occupation —Gugushvili~~

~~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 (only the 10 first pages — up to but not including the method section). 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.~~

~~Readings:~~

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

~~@ 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 [ONLY THE 10 FIRST PAGES].~~

~~@ 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.~~

~~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.~~

~~Recommended further reading:~~

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~~@ Erikson, R., Goldthorpe, J. H., & Hällsten, M. (2012). No way back up from ratcheting down? A critique of the 'microclass' approach to the analysis of social mobility. *Acta Sociologica*, 55(3), 211-229.~~

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

Summary

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Readings:

@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.

@Engzell, P., & Troup, F. C. (2019). Heritability of education rises with intergenerational mobility. *Proceedings of the National Academy of Sciences*, 116(51), 25386–25388.

@Harden, K. P., & Koellinger, P. D. (2020). Using genetics for social science. *Nature Human Behaviour*, 1–10.

@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.

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~~Recommended further reading:~~

~~@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>~~

~~@Freese, J. (2008). Genetics and the social science explanation of individual outcomes. American Journal of Sociology, 114(S1), S1–S35.~~

~~@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.~~

~~@Mills, M. C., & Tropf, F. C. (2020). Sociology, Genetics, and the Coming of Age of Sociogenomics. Annual Review of Sociology, 46, 553–581.~~

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8. Ethnic stratification 1: Integration and assimilation – Borgen

Summary

This lecture first introduces key similarities and differences between the neo-assimilation theory and the segmented assimilation theory (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.

Readings:

- 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.
- 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.
- @ Heath, A. F., Rethon, C. & Kilpi, E. (2008). "The Second Generation in Western Europe: Education, Unemployment, and Occupational Attainment." *Annual Review of Sociology*, 34: 211–35.
- @ 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.
- @ Feliciano, C. (2020). Immigrant Selectivity Effects on Health, Labor Market, and Educational Outcomes. *Annual Review of Sociology*, 46.

Recommended further 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.

9. Ethnic stratification 2: Discrimination – Borgen

Summary

This lecture focuses exclusively on labor market discrimination. The first two texts (Reskin and Petersen) focus on theoretical perspectives on discrimination. While these primarily focus on gender discrimination, several key points apply to racial or ethnic discrimination as well. This is followed by two empirical contributions on racial and ethnic discrimination 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).

Readings:

- 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.
- 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.
- 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.

@ 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.

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@ 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.

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Recommended further reading:

@ Quillian, Lincoln; Heath, Anthony; Pager, Devah; Midtboen, 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.

@ Quillian, Lincoln & Midtboen, Arnfinn Haagensen (2021). Comparative Perspectives on Racial Discrimination in Hiring: The Rise of Field Experiments. *Annual Review of Sociology*. ISSN 0360-0572. . doi: 10.1146/annurev-soc-090420-035144

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10. Segregation in schools and neighborhoods – Borgen

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.

Readings:

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

Recommended further reading:

- @ 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
- @ Toft, Maren (2017). Enduring contexts: Segregation by affluence throughout the life course. *Sociological Review*. ISSN 0038-0261. 66(3), s 645-664.
- @ Borgen, S. T. (2023). It's not all about the peers: Reintroducing school context to the school segregation literature. *Acta Sociologica*, 0(0). <https://doi.org/10.1177/00016993231154128>
- @ Hermansen, A. S., & Birkelund, G.E (2015). "The Impact of Immigrant Classmates on Educational Outcomes." *Social Forces* 94(2):615-642. [\[This article concerns a broader perspective on consequences of school segregation, taking into account both the role of peer composition and the role of school contexts. It regards segregation of students in upper secondary school, and gives an account of the findings of Hermansen and Birkelund \(2015\) regarding peer composition in lower secondary school.\]](#)

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11. Consequences of social inequalities and mobility – Gugushvili

Summary

This week's lecture deals with what the consequences of social inequalities at a macro-level as well as with the implications of individuals' social mobility experiences for their attitudes, behaviors and wellbeing. We will concentrate on psychological consequences associated with inequality and a number of social problems such as lack of trust, dissatisfaction with life as well as the mechanisms such as distrust, status anxiety and perceived conflict which likely link inequality and the described adverse social consequences. One of the most influential perspectives in literature emphasizes the importance of relative socioeconomic position, suggesting that those who take lower position in socio-economic hierarchy have worse life outcomes as a consequence of the perceived inability to control aspects of their lives and participate fully in all that society has to offer. Evidence suggest that living in unequal environments is associated with both increased mistrust and increased anxiety about social status. In this session, we will also discuss the possibility that an inverse association, known as "the Great Gatsby Curve", exists between inequality and intergenerational social mobility. We will review what we know about the nature and consequences of social mobility beliefs, that is, the perceived likelihood of moving up or down in society. The lecture will conclude with some up-to-date evidence on whether downward social mobility makes people more hostile towards immigrants or not.

Readings:

- @ Day, Martin V., and Susan T. Fiske. 2019. "Understanding the Nature and Consequences of Social Mobility Beliefs." Pp. 365–80 in *The Social Psychology of Inequality*, edited by J. Jetten and K. Peters. Cham: Springer International Publishing. [\(This chapter is by the leading social psychologists working on the implications of social mobility beliefs\)](#) [16 pages]
- @ Delhey, Jan, and Georgi Dragolov. 2014. "Why Inequality Makes Europeans Less Happy: The Role of Distrust, Status Anxiety, and Perceived Conflict." *European Sociological Review* 30(2):151–65. doi: 10.1093/esr/jct033. [\(This is one of the most relevant European research articles on the consequences of inequality on wellbeing\)](#) [14 pages]
- @ Paskov, Marii, Patrick Präg, and Lindsay Richards. 2021. "Does Downward Social Mobility Make People More Hostile towards Immigrants?" *Research in Social Stratification and Mobility* 72(August 2020):100543. doi: 10.1016/j.rssm.2020.100543. [\(It's a recent relevant article published in a high quality journal on the implications of social mobility attitudes toward immigrants in Europe\)](#) [14 pages]
- @ Pickett, Kate E., and Richard G. Wilkinson. 2015. "Income Inequality and Health: A Causal Review." *Social Science & Medicine* 128:316–26. doi: 10.1016/j.socscimed.2014.12.031. [\(Widely cited piece by the leading experts of health and wellbeing consequences of income inequality\)](#) [10 pages]

Recommended further reading:

- @ Andrews, Dan, and Andrew Leigh. 2009. "More Inequality, Less Social Mobility." *Applied Economics Letters* 16(15):1489–92. doi: 10.1080/13504850701720197.

12. Inequalities and public policy – Gugushvili

Summary

Equipped with knowledge from the previous weeks, this lecture reviews 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.

Readings:

- 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.
- @ 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>
- @ 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.012809.102538-121-pages>
- @ Patrick Belsler and Uma Rani (2015). Chapter 5: Minimum wages and inequality. in *Labour Markets, Institutions and Inequality*, Edited by Janine Berg. <https://doi.org/10.4337/9781784712105>. This text fits better to the lecture as it provided more detailed review of minimum wage policies.
- @ Sakamoto, T. (2021). Do social investment policies reduce income inequality? An analysis of industrial countries. *Journal of European Social Policy*, Volume 31, Issue 4, October 2021, pp. 440-456. [This is a recent article which address varies aspects of inequality reduction in Europe].
- @ 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.

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Recommended further reading:

- @ Kene 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>
- @ Benach, Joan, Davide Malmusi, Yutaka Yasui, and José Miguel Martínez. 2013. "A New Typology of Policies to Tackle Health Inequalities and Scenarios of Impact Based on Rose's Population Approach." *Journal of Epidemiology and Community Health* 67(3):286–91. doi: 10.1136/jech-2011-200363.
- @ 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. [This topic is partially covered now by a new reference].

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