



Advanced Topics in Social Mobility Research (ATSMR)

Seminar, 1st term 2020-2021

Organised by Fabrizio Bernardi and Juho Härkönen

Time and place: Thursdays 11-13, online

Contact: Jennifer.Dari@EUI.eu

Course Outline

This seminar follows up the Foundations of Social Stratification Seminar held in the a.y. 2019/2020 and deals with advanced topics in social mobility research). The aim of the seminar is to discuss cutting edge topics and new methodological developments in social mobility research, to identify open questions and to generate new ideas for term papers or thesis's chapters. Nonetheless, the choice of topics is driven by the instructors' research interest and expertise. We are open to consider suggestions from the participants, concerning possible additional ad hoc sessions

The provisional list of the seminar topics is the following:

		Note and parallel activities
Introductory meeting: presentation of the seminar and classic social mobility research	1/10	
Compensatory advantage	8/10	Class starts at 10.30 am
Early endowments and later outcome	15/10	
Gender inequality in education and labour market	22/10	
Within family inequalities	29/10	
Family dynamics and intergenerational inequality	5/11	
Genetics and social mobility	12/11	
Geography of social mobility	19/11	LAB
Political violence and social mobility	26/11	
Big data and social mobility	3/12	LAB

Requirements

In order to obtain the 20 credits participants, in addition to attending regularly, are required to make a presentation, to write short response papers (when they don't present) and/or to make

short assignments and to be prepared for discussion in class. The article for the response papers is marked with with #.

Presentation

Starting from class 2 there will participants' presentations. The presentations will be more than a simple summary of the selected readings. In some occasions the presenters will be asked to look for some additional (limited) evidence, to read additional texts and summarize and present their view on some open questions. We will provide guidance on the possible content of the presentation and on how to structure it.

Response papers (length: about one page)

When you don't present, you are asked to prepare brief comments (about 1 page) on one of indicated readings. In the response paper you can make critical remarks on the article (what you don't find convincing) and/or suggest ideas for replication and extension and/or discuss how ideas presented in the reading might inform your own research. These comments should be posted on the course folder by 14:00 of the Tuesday preceding the Thursday class. A selection of these comments will be discussed in class.

Parallel activities

There will be a number of parallel activities to the seminar. There will be two lab sessions (approximately 2 hours each) on how to produce maps in R (TA: Mar Cañizares) and how to use google trends data (TA: Risto Conte) and seminars with invited guests (tbc) within the [DISTANT CLIC](#) program, on topics related to the ones discussed in class. Participation in these parallel activities is not compulsory toward the achievement of the credits but you are strongly encouraged to take advantage of them.

SYLLABUS (please note that the reading list is still provisional and may be subject to change)

Introductory session

*Bukodi, E. and Goldthorpe, J. (2020), Intergenerational Class Mobility in Industrial and Post-Industrial Societies: Towards a General Theory, unpublished paper

Härkönen, J. and Sirniö, O. (2020). Educational transitions and educational inequality: A multiple pathways sequential logit model analysis of Finnish birth cohorts, 1960-1985. *European Sociological Review*, <https://doi.org/10.1093/esr/jcaa019>

Björklund, A. & Jantti, M. 2020. Intergenerational mobility, intergenerational effects, sibling correlations, and equality of opportunity: A comparison of four approaches. *Research in Social Stratification and Mobility*, <https://doi.org/10.1016/j.rssm.2019.100455>

Hout, M., and DiPrete, T. A. (2006). What we have learned: RC28's contributions to knowledge about social stratification. *Research in Social Mobility and Stratification*, 24(1), 1-20. <https://doi.org/10.1016/j.rssm.2005.10.001>

Compensatory advantage

General model

*Bernardi, Fabrizio. 2014. "Compensatory Advantage as a Mechanism of Educational Inequality: A Regression Discontinuity Based on Month of Birth." *Sociology of Education* 87(2):74-88. doi: 10.1177/0038040714524258.

Early outcomes

Cozzani, M., Triventi, M., & Bernardi, F. (2020, February 19). Maternal Stress and Pregnancy Outcomes. Evidence from a natural experiment: the 2004 Madrid Train Bombings.

<https://doi.org/10.31235/osf.io/jw84h>

Educational transition

Holm, Anders, Anders Hjorth-Trolle and Mads Meier Jæger. 2019. "Signals, Educational Decision-Making, and Inequality." *European Sociological Review* 35(4):447-60. doi: 10.1093/esr/jcz010.

Labour market

Fiel, Jeremy E. "Great Equalizer or Great Selector? Reconsidering Education as a Moderator of Intergenerational Transmissions." *Sociology of Education* 0(0):0038040720927886. doi: 10.1177/0038040720927886.

Parental compensation

#Restrepo, Brandon J. 2016. "Parental Investment Responses to a Low Birth Weight Outcome: Who Compensates and Who Reinforces?". *Journal of Population Economics* 29(4):969-89. doi: 10.1007/s00148-016-0590-3.

#Hsin, Amy. 2012. "Is Biology Destiny? Birth Weight and Differential Parental Treatment." *Demography* 49(4):1385-405. doi: 10.1007/s13524-012-0123-y.

Assignment

Be ready to discuss the following questions: 1. what are the underlying mechanisms to compensatory advantage? Or how does CA come about 2. Who are the relevant actors? Read one of the # papers and highlight critical issues (if any) or sketch out a possible extension/replication

Early endowments and later outcome

*Torche, F. and D. Conley. 2016. "A Pound of Flesh: The Use of Birthweight as a Measure of Human Capital Endowment in Economics Research." in *The Oxford Handbook of Economics and Human Biology*, edited by J. Komlos and I. Kelly. New York: Oxford University Press.

#Almond, Douglas, Lena Edlund and Mårten Palme. 2009. "Chernobyl's Subclinical Legacy: Prenatal Exposure to Radioactive Fallout and School Outcomes in Sweden*." *The Quarterly Journal of Economics* 124(4):1729-72. doi: 10.1162/qjec.2009.124.4.1729.

#Härkönen, J., Kaymakçalan, H., Mäki, P. & Taanila, A. 2012. Prenatal health, educational attainment, and intergenerational inequality: The Northern Finland Birth Cohort 1966 Study. *Demography*, 49, 525-552. DOI 10.1007/s13524-012-0092-1

#Palloni, A. 2006. Reproducing inequalities: Luck, wallets, and the enduring effects of childhood health. *Demography*, 43, 587-615.

Assignment

Read one of the # papers and highlight critical issues (if any) or sketch out a possible extension/replication

Gender inequality in education and labour market

*Buchmann, C., DiPrete, T. & McDaniel, A. 2008. Gender inequalities in education. *Annual Review of Sociology*, 34:319-337.

#Musick, K., Bea, M.D. & Gonalons-Pons, P. 2020. His and her earnings following parenthood in the United States, Germany, and United Kingdom. *American Sociological Review*, <https://doi.org/10.1177/0003122420934430>

#Machin, S. & Pekkarinen, T. 2008. Global sex differences in test score variability. *Science*, 322, 1331-1332.

#Gary S. Becker, William H. J. Hubbard, and Kevin M. Murphy, "Explaining the Worldwide Boom in Higher Education of Women," *Journal of Human Capital* 4, no. 3 (Fall 2010): 203-241.

Assignment

Read one of the # papers and highlight critical issues (if any) or sketch out a possible extension/replication

Within family inequalities: Siblings, grandparents, aunts, uncles, cousins, what have you

*Mare, R. 2011. A multigenerational view of inequality. *Demography*, 48, 1-23.

#Härkönen, J. 2014. Birth order effects on educational attainment and educational transitions in West Germany. *European Sociological Review*, 30, 166-179.

#Lundberg, I. 2020. Does opportunity skip generations? Reassessing evidence from sibling and cousin correlations. *Demography*, forthcoming, <https://link.springer.com/article/10.1007/s13524-020-00880-w>

#Jaeger, M.M. 2012. The extended family and children's educational success. *American Sociological Review*, 77, 903-922.

Plomin, R. and Daniels, D. (1987). Why are children in the same family so different from one another? *Behavioral and Brain Sciences*, 10, 1-16.

Assignment

Read one of the # papers and highlight critical issues (if any) or sketch out a possible extension/replication

Family dynamics and intergenerational inequality

*McLanahan, S.S. 2004. Diverging destinies: How children are faring under the second demographic transition. *Demography*, 41, 607-627.

#Härkönen, J., Bernardi, F. & Boertien, D. 2017. Family dynamics and child outcomes: An overview of research and open questions. *European Journal of Population*, 33, 163-184.

#Boertien, D., & Bernardi, F. (2020, March 17). Gendered diverging destinies: Changing family structures and inequality of opportunity among boys and girls in the United States. <https://doi.org/10.31235/osf.io/c3mpx>

Assignment

Read one of the # papers and highlight critical issues (if any) or sketch out a possible extension/replication

Genetics and social mobility

* Belsky, Daniel W et al. 2018. "Genetic Analysis of Social-Class Mobility in Five Longitudinal Studies." *Proceedings of the National Academy of Sciences* 115(31):E7275-E84. doi: 10.1073/pnas.1801238115.

#Lee, James J., et al 2018. "Gene Discovery and Polygenic Prediction from a Genome-Wide Association Study of Educational Attainment in 1.1 Million Individuals." *Nature Genetics* 50(8):1112-21. doi: 10.1038/s41588-018-0147-3.

Liu, Hexuan and Guang Guo. 2016. "Opportunities and Challenges of Big Data for the Social Sciences: The Case of Genomic Data." *Social Science Research* 59:13-22. doi: <https://doi.org/10.1016/j.ssresearch.2016.04.016>.

#Harden, K. Paige, Benjamin W. Domingue, Daniel W. Belsky, Jason D. Boardman, Robert Crosnoe, Margherita Malanchini, Michel Nivard, Elliot M. Tucker-Drob and Kathleen Mullan Harris. 2020. "Genetic Associations with Mathematics Tracking and Persistence in Secondary School." *npj Science of Learning* 5(1):1. doi: 10.1038/s41539-020-0060-2.

Assignment

Read one of the # papers and highlight critical issues (if any) or sketch out a possible extension/replication

Geography of social mobility

*Chetty, Raj, Nathaniel Hendren, Patrick Kline and Emmanuel Saez. 2014. "Where Is the Land of Opportunity? The Geography of Intergenerational Mobility in the United States *." *The Quarterly Journal of Economics* 129(4):1553-623. doi: 10.1093/qje/qju022.

#Robertson, Cassandra and Rourke O'Brien. 2018. "Health Endowment at Birth and Variation in Intergenerational Economic Mobility: Evidence from U.S. County Birth Cohorts." *Demography* 55(1):249-69. doi: 10.1007/s13524-017-0646-3.

#Sharkey, Patrick and Jacob W. Faber. 2014. "Where, When, Why, and for Whom Do Residential Contexts Matter? Moving Away from the Dichotomous Understanding of Neighborhood Effects." *Annual Review of Sociology* 40(1):559-79. doi: 10.1146/annurev-soc-071913-043350.

Other resources

The opportunity Atlas

<https://www.opportunityatlas.org>

Atlas de Oportunidades (for Spain):

<https://www.cotec.es/fundacionfelipegonzalez/opportunidades/>

Lab session

How to make maps in R (TA: Mar Cañizares)

Political violence (wars, civil wars and social mobility)

Structural transformations

* Scheidel, W. 2019, Inequality: Total war as a great leveller, <https://voxeu.org/article/inequality-total-war-great-leveller>

#Van Leeuwen, Marco H.D., Ineke Maas, Danièle Rébaudo and Jean-Pierre Pélissier. 2015. "Social Mobility in France 1720–1986: Effects of Wars, Revolution and Economic Change." *Journal of Social History* 49(3):585-616. doi: 10.1093/jsh/shv054.

Effects on earnings and occupational attainment

#Lee, Chulhee. 2012. "Military Service and Economic Mobility: Evidence from the American Civil War." *Explorations in Economic History* 49(3):367-79. doi: <https://doi.org/10.1016/j.eeh.2012.03.001>.

#Angrist, Joshua D. 1990. "Lifetime Earnings and the Vietnam Era Draft Lottery: Evidence from Social Security Administrative Records." *The American Economic Review* 80(3):313-36.

The effects of social mobility

#Houle, Christian. 2019. "Social Mobility and Political Instability." *Journal of Conflict Resolution* 63(1):85-111. doi: 10.1177/0022002717723434.

Assignment

Read one of the # papers and highlight critical issues (if any) or sketch out a possible extension/replication

Big data and social mobility

*Lazer, David, Ryan Kennedy, Gary King, and Alessandro Vespignani. 2014. "The Parable of Google Flu: Traps in Big Data Analysis." *Science* 343 (6167): 1203–5.

#Glaeser, Edward L., Scott Duke Kominers, Michael Luca, Nikhil Naik, 2018. "Big Data and Big Cities: The Promises and Limitations of Improved Measures of Urban Life," *Economic Inquiry* 56(1): 114–137, January 2018.

#Legewie, Joscha and Jeffrey Fagan. 2019. "Aggressive Policing and the Educational Performance of Minority Youth." *American Sociological Review* 84(2):220-47. doi: 10.1177/0003122419826020.

#Zhang, Meilan. 2015. "Internet Use That Reproduces Educational Inequalities: Evidence from Big Data." *Computers & Education* 86:212-23. doi: <https://doi.org/10.1016/j.compedu.2015.08.007>.

#Jæger, Mads Meier and Ea Hoppe Blaabæk. 2020. "Inequality in Learning Opportunities During Covid-19: Evidence from Library Takeout." *Research in Social Stratification and Mobility* 68:100524. doi: <https://doi.org/10.1016/j.rssm.2020.100524>.

#Salganik, M. et al. 2020. Measuring the predictability of life outcomes with a scientific mass collaboration. *Proceedings of the National Academy of Sciences*, 117, 8398-8403.

<https://doi.org/10.1073/pnas.1915006117>

Assignment

Read one of the # papers and highlight critical issues (if any) or sketch out a possible extension/replication

Lab session

Limits and possibilities in the use of google trends data (TA: Risto Conde)