

SOCI 415: Education and Inequality

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Class Hours: T 10:35am-1:25pm

Class Room: Peterson Hall, Room 310

1 Course Description

This seminar focuses on the mechanisms by which educational institutions foster and maintain equalities and inequalities around the world. We first consider the kinds of inequalities that exist in our society, their bases, and their sources. We then turn the attention to the analysis of educational practices and structures related to the production and maintenance of equalities and inequalities. The consequences of educational opportunity of recent reform proposals will be considered, as will the relation of education to occupational opportunities.

In so doing, we will engage with multidisciplinary theories of social stratification and social mobility, and examine theoretical and empirical studies from both high-income and low-income societies. The majority of studies will include analyses focused on early childhood education through college. We will explore theories and empirical studies, as well as challenges in linking research to policy issues and real-world educational problems. Readings will be mostly drawn from sociology, education, international development, and economics.

While this is not a methods class, we will spend some time on evaluating and discussing the appropriateness of specific methodological approaches to address research questions in the area of education and inequality. Therefore, a basic understanding of statistics and empirical data analysis is desirable.

1.1 Who is this course for?

- Upper-level undergraduates in the social sciences interested in inequality research.
- Students interested in multi-disciplinary research that spans the fields of sociology, education, international development, economics, and public policy.

- Students who are willing to engage in critical writing and class-based discussions.
- Students interested in the concepts of poverty, class, race, ethnicity, and gender, as related to the study of education and inequality.
- Students who appreciate or aim to conduct empirical studies in the educational area in the future.
- Students with a basic understanding — or at least a solid interest — in statistics and applied research.

1.2 Prerequisites

Understanding of basic sociological concepts — e.g., social mobility, intergenerational inequality, social stratification — and understanding of basic statistical methods and empirical approaches to data analysis.

2 Course Objectives

- Learning the main theories and debates relating education and inequality of opportunity in contemporary societies.
- Being able to read, understand, and critically evaluate scholarly research on the topic.
- Being able to draw connections between disciplines and evaluate how different disciplines address similar topics in different ways.
- Being able to write essays and short papers on the topic using proper academic terminology and style.
- Being able to trace connections with policies and policy-making.

3 Instructional Method

This course is a seminar. As such, it is mainly organized to promote student discussion of the readings. It also allows students to pursue an individualized research project (explained below) on some aspects of education and inequality of their interest. Students are required to go to class and be ready to discuss the readings. Also, students are encouraged to ask questions that may promote discussion.

Ideally, each class will be organized as follows. First, I will provide an overview on the topic myself (approx. 1h), and then we will move to a class-based discussion (approx. 1.30h). Two students per class (subject to change, depending on final enrolment) will be the discussion leaders by presenting a brief overview of the readings assigned for that day. Discussion leaders are free to make a short power-point presentation (not essential)

if that helps them to organize the readings, make connections between them, and present their thoughts, reflections, and criticisms in a well-organized manner. It is important that discussion leaders also prepare 4-5 discussion questions that all members of the class could engage with. Even though the discussion leaders are only 2 per class, each student in the class is required to participate and critically engage during all lectures. Ideally, each student will be a discussion leader no more than twice throughout the semester. Because this class is a seminar, its success depends on the informed and respectful participation of everyone. This includes monitoring your own participation to ensure that you do not dominate the discussion and that you engage in a dialogue with others.

During two set dates, we will also hold more “formal debates”, where half of the class will need to provide arguments to support one position, and the other half will need to provide arguments to support the opposite position, regardless of your *personal* opinion on the topic. I will split the class in two and decide who is responsible for supporting one position and who is responsible for supporting the opposite position.

3.1 Class Material

This class is based on readings — mostly academic articles and/or book chapters. You will have 4 compulsory readings per week, and 2-3 optional. I will try my best to upload all the readings on **MyCourses** in pdf format. For some book chapters, this might not be possible, but I will inform you in due time if this is the case. Depending on your final paper topic (explained below), you may also have to purchase, obtain from the library, or find online one or more books/papers. Regardless of how you do the readings, you must have them accessible in class, because we will actively work with them.

3.1.1 Other Resources

- As your interest and participation is essential in this class, feel free to share with me and with the class any journal/newspaper article you might bump into and find to be related to the topic and/or the class material. This will be much appreciated and I will be happy to discuss the article(s) with you in class.

3.2 Course Website

I will use **MyCourses** to post resources used in this class. These include the syllabus, the required readings, and any other material (e.g., videos, links, datasets, etc.) we will use in class. It is the students’ responsibility to familiarize themselves, if they have not done so already, with MyCourses. The MyCourses website is located at <https://mycourses2.mcgill.ca/d2l/home>.

Whenever I complement class discussions with lecture notes, I will attempt to post the latter the day before each class, so you can take notes on them. I will further post revised overheads after the class if any change/correction is to be made.

3.3 Preparing for Class

To prepare for class, it is essential that you spend time on each of the assigned readings and familiarize with them. Every student needs to do this for every class. If you are the discussion leader for a specific class, you might want to spend even more time on the readings as you — together with the other leader — are required to present them to the class in a clear and organized manner. Also, I recommend that for each topic that you are interested in, you try to think about a potential paper topic for your final project (see below).

Note that I won't assign readings for **Week 1** (January 7) as I will provide an overview myself, and I won't assign readings for **Week 13** (April 7), as each of you will have 10-15 minutes to present your final paper to me and to the class.

4 Evaluation Policy

Below is a description of the means of evaluation to be used in the course. Your final grade will be based on several components that I describe in detail below:

- **Class-discussion leadership (twice), each worth 10% of your final grade (20% overall).** You will (most likely) serve as discussion leader no more than twice during the whole semester, and you should work with the other leader when preparing the class discussion. As mentioned above, feel free to prepare a short power-point presentation if this helps you to expose your arguments in a more organized manner. You should also come to class with a list of discussion questions to be discussed all together. Feel free to also highlight text passages that you think we should read together out loud in class. Text passages may include those that reveal a key finding, unclear but seemingly important passages, passages that reveal a methodological challenge or limitation, passages that contain questionable interpretations, etc.
- **Two short reflection memos/reading responses, each worth 15% of your final grade (30% overall).** These are short memos (2-3 pages, double spaced) that you do on two sessions of your choice that are not the sessions for which you are discussion leader. You can choose the sessions yourself, and once you identify a session you are required to write the paper and email it to me in pdf by 5.00pm of the day (Monday) before the class that covers the readings related to your memo. A good reading response is *not a summary* but an *analysis* that identifies major themes that cut across the readings of the week. It may, for example, highlight contradictions between different pieces of scholarship, contradictions within one specific text, pose pertinent questions that remain unanswered, or identify methodological problems. Obviously, as each memo relates to each specific class, no late memos are accepted. If you realize that, close to the submission deadline, you will be late, simply write the memo on a subsequent class.

- **Final paper project, worth 35% of your final grade (30% the paper itself, and 5% the 10-minutes in-class presentation on the last day, April 7th).** I recommend starting thinking about the paper early. It might help, then, to give a look at all the topics that will be covered in the course. I am always open and happy to meet with you and discuss possible paper topics and related literature. The final paper can come in different forms (which I outline below), though there are some common features. *First*, it has to be approximately 15 pages double-spaced (12 pt. font), tables and figures included, references excluded. *Second*, I expect you to do at least some additional readings beyond the assigned course material. You are responsible for finding the readings yourself, though I am glad to provide feedback if needed. *Third*, in order for me to get a sense of where you stand, you are required to submit a one-page paper proposal around mid-semester — on **February 25th** (before reading week), printed in class. *Fourth*, the paper is due on the last day of classes (**April 7th**), which is also the day devoted to students' presentations. You will have 10-15 minutes to briefly present the topic of your paper to the class. Late final papers will incur a penalty of one letter grade per 24-hour period. For instance, an A- will turn into a B- if it is submitted late. If it is submitted more than 24 hours late, it will turn into a C. The paper will primarily take one of these two forms:

1. **Option 1 - Seminar paper:** A seminar paper is an original and thorough discussion of one or more topics presented in the course. Students are encouraged to take key ideas from one or more week's of reading material and to "dive deep" into the topic. Many of the papers we will read throughout the semester provide only a cursory exploration of the topic and there are many opportunities to critically evaluate a topic. Moreover, you might find that certain treatments are very detached from what we know about the world empirically; this paper gives you an opportunity to articulate what you think is missing from these treatments. For example, you might think that standard measures of inequality are detached from what is important about the dimension of equality in question; this paper gives you an opportunity to discuss what measures would be more useful. I do expect you to demonstrate deep understanding of the topic and to make original connections between different strands of the literature.
2. **Option 2 - Empirical investigation:** This option is for students who have some familiarity with data analysis and manipulation, but the option is not limited to students with good statistical knowledge. The purpose of this investigation is for students to conduct a unique data analysis with existing data to describe a dimension of education and inequality in a high-income or a low-income society (or comparatively). The paper may be descriptive — e.g., detailing the magnitudes and locations of educational inequalities in a specific context — or associational — e.g., linking inequalities to outcomes or inputs to inequalities. For instance, you might explore whether in Canada children of higher-educated

parents perform better in school, and whether this varies by province. There are many publicly available datasets available today that allow for detailed descriptions of educational inequality and its consequences (e.g., PISA data from the OECD). It is also possible for students to take a “case study” approach, providing a detailed description of specific places (such as a sub-Saharan country that has very high/low achievement gaps). I am happy to provide suggestions and indications of possible datasets and appropriate methodologies, but I expect you to come up with a good research question yourself and do research on the topic beforehand.

- **Participation, worth 15% of your final grade, split as detailed below:**

1. **Class debate (10% of your final grade):** During two set lectures (exact dates TBD), we will be holding more formal class debates where half of the class will be responsible for supporting bold statement (one bold statement that I will suggest myself), and the other half will be responsible for supporting the opposite statement. I will split the class beforehand and let you know who is in which group, and which position you will have to support.
2. **Attendance (5% of your final grade):** The best-case-scenario for a seminar is that we all thrive through our mutual company. My goal is to improve your methodological knowledge and your overall grasp of the subject matter. This should also be your goal in relation to your fellow students. Ask questions and volunteer your knowledge. Talk when you have something to say that might advance the discussion. The bare minimum for you to do well is to go to class. You are allowed to miss one session during the semester. It does not matter to me why you miss it, and there is no need to email me to explain your absence or to supply medical notes or similar documentation. Obviously, it will be your responsibility to catch up with the course material. In that case, ask a friend to share their notes.

4.1 Re-grading

Students who wish to contest a grade for a reading response/paper must do so in writing (by email) providing the reasoning behind their challenge to the grade received within two weeks of the day on which the memos are returned. I will then re-evaluate the memo/paper, but also reserve the right to **raise or lower the grade**.

4.2 Attendance

As this is a seminar, you are required to go to class and attendance will be recorded. As stated above, you are allowed to miss one session during the semester. It does not matter to me why you miss it, and there is no need to email me to explain your absence or to supply appropriate documentation. It will be your responsibility to catch up with the course

material. In that case, ask a friend to share their notes. If you have to miss more than one session (not recommended), you have to justify your absence with appropriate documentation in order to avoid a reduced grade. I may also ask you to take on an additional task (such as writing an additional reading response) to compensate for your absence.

4.3 Summary Grading Scheme

To summarize all of the above, the grading scheme for this seminar is below:

Class-discussion leadership 1	10%
Class-discussion leadership 2	10%
Reading response/reflection memo 1	15%
Reading response/reflection memo 2	15%
Final paper project	35%
Participation (debate)	10%
Participation (attendance)	5%

5 Communication Policy and Class Discussion

My preference is to answer questions in class or in office hours — this format is best for avoiding misunderstandings (which are common via email or when conversations are rushed). My office hours are listed above. Also, if at any time you feel that what I am doing is not advancing your learning, please let me know (in a respectful manner) – I want each and every one of you to feel safe and to learn, so let me know if that is not happening. Outside of office hours, I may be contacted by email at the address specified above.

I will also set up a class discussion list on *MyCourses*. I encourage you to use this mailing list to ask questions you may have.

6 Technology Policy

6.1 Screens in the Classroom Policy

The current [literature](#) recognizes that computers, telephones, and tablets inhibit learning. I myself believe that computers distract the student using the computer as well as her peers and negatively impact class participation. As such, please limit the use of technology in the class. Computers or tablets are only permitted to access the readings and/or the presentation you might have prepared as class leader.

7 Academic Integrity

7.1 McGill Policy

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures” (see <https://www.mcgill.ca/students/srr/honest/> for more information).

8 Other Policies

8.1 Language of Submission:

In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

8.2 Disabilities Policy

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

8.3 Other McGill Resources and Support

If you need counseling and mental health support, do not hesitate to contact Counseling Services, where Psychologists, Social Workers, Counseling, Psychotherapies and Psychiatrists support the wellbeing and mental health of McGill students. You can reach the Student Wellness Hub at <https://www.mcgill.ca/wellness-hub/>.

If you have been impacted by sexual violence — sexual harassment or assault, gender-based or intimate partner violence, cyberviolence —, do not hesitate to contact the Office for Sexual Violence Response, Support and Education. You can reach the Office by mail at osvrse@mcgill.ca, in person at 550 Sherbrooke O. Suite 585 (West Tower elevators 1-11) and visit <https://www.mcgill.ca/osvrse/>.

8.4 End-of-Course Evaluations

End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student’s learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

9 Class Schedule

Scheduling of topics for the course listed below and associated readings are subject to change at my discretion. Such changes, should they take place, will be announced in class and through MyCourses. Students are responsible for keeping abreast of any changes made.

Week 1 - January 7

- No readings
- Introduction, overview of the course

Week 2, January 14 — Foundational Theoretical Perspectives: Functional and Conflict Perspectives; Human, Social, and Cultural Capital

1. Collins, Randall. 1971. "Functional and Conflict Theories of Educational Stratification." *American Sociological Review* 36 (6): 1002–19.
 2. Bowles, Samuel, Herbert Gintis, and Peter Meyer. 1999. "The Long Shadow of Work: Education, the Family, and the Reproduction of the Social Division of Labor." *Critical Sociology* 25 (2–3): 286–305. 12/09:
 3. Coleman, James S. 1988. "Social Capital in the Creation of Human Capital." *American Journal of Sociology* 94: S95–120.
 4. Bourdieu, Pierre. 1986. "The Forms of Capital." In *Handbook of Theory and Research for the Sociology of Education*, edited by John G. Richardson, 241–58. New York: Greenwood Press.
- Opt.** Stevens, Mitchell L. 2008. "Culture and Education." *The ANNALS of the American Academy of Political and Social Science* 619 (1): 97–113
- Opt.** .Jaeger, Mads Meier and Kristian Karlson. 2018. "Cultural Capital and Educational Inequality: A Counterfactual Analysis." *Sociological Science* 5: 775-795.

Week 3, January 21 — The Coleman Report and Debates About Families, Schools, and Inequality

1. Coleman, James S, EQ Campbell, CJ Hobson, James McPartland, AM Mood, FD Weinfeld, and RL York. 1966. *Equality of Educational Opportunity: Summary Report*. Vol. 2. Washington, D.C.: US Government Printing Office.
2. Reardon, Sean F. 2013. "The Widening Income Achievement Gap." *Educational Leadership* 70 (8): 10– 16.
3. Alexander, Karl, and Stephen L. Morgan. 2016. "The Coleman Report at Fifty: Its Legacy and Implications for Future Research on Equality of Opportunity." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 2(5): 1–16.

4. Alexander, Karl. 2016. "Is It Family or School? Getting the Question Right." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 2(5): 18–33.
- Opt.** Carter, Prudence L. 2016. "Educational Equality Is a Multifaceted Issue: Why We Must Understand the School's Sociocultural Context for Student Achievement." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 2(5): 142–63.
- Opt.** Downey, D. B., and D. J. Condrón. 2016. "Fifty Years since the Coleman Report: Rethinking the Relationship between Schools and Inequality." *Sociology of Education* 89 (3): 207–20.

Week 4, January 28 — Educational Inequality: Theories, Methods, and Measures

1. Schofer, Evan and John W. Meyer. 2005. "The Worldwide Expansion of Higher Education in the Twentieth Century." *American Sociological Review* 70: 898-920.
2. Breen, Richard, Ruud Luijkx, Walter Muller, Reinhard Pollak. 2009. "Nonpersistent Inequality in Educational Attainment: Evidence from Eight European Countries." *American Journal of Sociology* 114: 1475-1521.
3. Pfeffer, Fabian T. 2015. "Equality and Quality in Education. A Comparative Study of 19 Countries" *Social Science Research*, 51: 350-368.
4. Ferreira, Francisco H. G., and Jeremie Gignoux. 2011. "The Measurement of Educational Inequality: Achievement and Opportunity" *IZA Discussion Paper No. 6161*
- Opt.** Antoninis, Manos, Marcos Delprato, and Aaron Benavot. 2016. "Inequality in Education: The Challenge of Measurement." UNESCO World Science Report.
- Opt.** Gerber, Theodore P. and Sin Yi Cheung. 2008. "Horizontal Stratification in Postsecondary Education: Forms, Explanations, and Implications." *Annual Review of Sociology* 34: 299-318.

Week 5, February 4 — Education and Social Mobility

1. Blau, Peter and Otis Dudley Duncan. 1967. "The Process of Stratification." Ch 5 (up to page 177) in *The American Occupational Structure*. New York: Wiley.
2. Pfeffer, Fabian T., and Florian R. Hertel. 2015. "How Has Educational Expansion Shaped Social Mobility Trends in the United States?" *Social Forces* 94: 143-180.
3. Chetty, Raj, Nathaniel Hendren, Patrick Kline, Emmanuel Saez, and Nicholas Turner. 2014. "Is the United States Still a Land of Opportunity? Recent Trends in Intergenerational Mobility." *American Economic Review: Papers & Proceedings* 104(5): 141-147.
4. Torche, Florencia. 2011. "Is a College Degree Still the Great Equalizer? Intergenerational Mobility across Levels of Schooling in the United States." *American Journal of Sociology* 117: 763-807.

- Opt.** Alesina, Alberto, Sebastian Hohmann, Stelios Michalopoulos, and Elias Papaioannou. 2019. "Intergenerational Mobility in Africa" Working Paper
- Opt.** Breen, Richard. 2019. "Education and Intergenerational Social Mobility in the US and Four European Countries." *Oxford Review of Economic Policy* 35 (3):445-466.
- Opt.** Feliciano, Cynthia and Yade R. Lanuza. 2017. "An Immigrant Paradox? Contextual Attainment and Intergenerational Educational Mobility." *American Sociological Review* 82: 211-241.

Week 6, February 11 — Education, Family, and Stratification: A Focus on Parental Involvement

1. Calarco, Jessica McCrory. 2011. "'I Need Help!' Social Class and Children's Help-Seeking in Elementary School." *American Sociological Review* 76: 862-882.
 2. McNeal, Ralph B., Jr. 1999. "Parental Involvement as Social Capital: Differential Effectiveness on Science Achievement, Truancy, and Dropping Out." *Social Forces* 78: 117-144.
 3. Weininger, Elliot B., Annette Lareau, and Dalton Conley. 2015. "What Money Doesn't Buy: Class Resources and Children's Participation in Organized Extracurricular Activities." *Social Forces* 94: 479-503.
 4. Park, Hyunjoon. 2008. "The Varied Educational Effects of Parent-Child Communication: A Comparative Study of Fourteen Countries." *Comparative Education Review* 52: 219-243.
- Opt.** Møllegaard, Stine and Mads Meier Jæger. 2015. "The Effect of Grandparents' Economic, Cultural, and Social Capital on Grandchildren's Educational Success." *Research in Social Stratification and Mobility* 42: 11-19.
- Opt.** Bennett, Pamela R., Amy C. Lutz, and Lakshmi Jayaram. 2012. "Beyond the Schoolyard: The Role of Parenting Logics, Financial Resources, and Social Institutions in the Social Class Gap in Structured Activity Participation." *Sociology of Education* 85: 131-157

Week 7, February 18 — Education, Family, and Stratification: A Focus on Demographic Trends

1. Kalmijn, Matthijs. 2013. "The Educational Gradient in Marriage: A Comparison of 25 European Countries." *Demography* 50: 1499-1520.
2. Mare, Robert D., and Christine R. Schwartz. 2005. "Trends in Educational Assortative Marriage from 1940 to 2003." *Demography* 42: 621-646.
3. Esteve, Albert, Joan García-Román, and Iñaki Permanyer. 2012. "The Gender-Gap Reversal in Education and Its Effect on Union Formation: The End of Hypergamy?"

Population and Development Review 38 (3): 535–46.

4. Breen, Richard, and Leire Salazar. 2011. "Educational Assortative Mating and Earnings Inequality in the United States." *American Journal of Sociology* 117(3): 808–843.
- Opt.** Rauscher, Emily. 2019. "Why Who Marries Whom Matters: Effects of Educational Assortative Mating on Infant Health in the United States 1969–1994." *Social Forces*, 1–31.
- Opt.** Pesando, L. M. 2019. "Educational Assortative Mating in sub-Saharan Africa: Compositional Changes and Implications for Household Wealth Inequality" *Revise&Resubmit at Demography*.
- Opt.** Boertien, Diederik, and Inaki Permanyer. 2019. "Educational Assortative Mating as a Determinant of Changing Household Income Inequality:A 21-Country Study." *European Sociological Review* 35(4): 522-537.

Week 8, February 25 — Education and Gender Inequalities

1. Buchmann, Claudia, Thomas A. DiPrete, and Anne McDaniel. 2008. "Gender Inequalities in Education." *Annual Review of Sociology* 34: 319-337.
2. Charles, Maria and Karen Bradley. 2009. "Indulging Our Gendered Selves? Sex Segregation by Field of Study in 44 Countries." *American Journal of Sociology* 114: 924-976.
3. Grant, Monica J., and Jere R. Behrman. 2010. "Gender Gaps in Educational Attainment in Less Developed Countries." *Population and Development Review* 36 (1): 71–89.
4. Psaki, Stephanie R., Katharine J. McCarthy, and Barbara S. Mensch. 2018. "Measuring Gender Equality in Education: Lessons from Trends in 43 Countries" *Population and Development Review* 44(1): 117-142.

Paper proposal due (one page, printed, handed in class)

- Opt.** Rivera, Lauren and András Tilcsik. 2016. "Class Advantage, Commitment Penalty: The Gendered Effect of Social Class Signals in an Elite Labor Market." *American Sociological Review* 81: 1097-1131.
- Opt.** Chetty, Raj and Frina Lin, Jeremy Majerivitz, and Benjamin Scuderi. 2016. "Childhood Environment and Gender Gaps in Adulthood." *American Economic Review: Papers and Proceedings* 106: 282-288.
- Opt.** Lopus, Sara, and Margaret Frye. 2018. "Visualizing Africa's Educational Gender Gap." *Socius: Sociological Research for a Dynamic World*, 4:1-2.

Week 9, March 10 — Racial and Ethnic Stratification in Education

1. Kao, G., and J. S. Thompson. 2003. "Racial and Ethnic Stratification in Educational Achievement and Attainment." *Annual Review of Sociology* 29: 417–42.
 2. Reardon, Sean F., and Ximena A. Portilla. 2016. "Recent Trends in Income, Racial, and Ethnic School Readiness Gaps at Kindergarten Entry." *AERA Open* 2 (3).
 3. Ainsworth-Darnell, James W., and Douglas B. Downey. 1998. "Assessing the Oppositional Culture Explanation for Racial/Ethnic Differences in School Performance." *American Sociological Review* 63 (4): 536–53.
 4. Suarez-Orozco, Marcelo M., Tasha Darbes, Sandra Isabel Dias, and Matt Sutin. 2011. "Migrations and Schooling." *Annual Review of Anthropology* 40 (1): 311–28.
- Opt.** Warikoo, Natasha, and Prudence Carter. 2009. "Cultural Explanations for Racial and Ethnic Stratification in Academic Achievement: A Call for a New and Improved Theory." *Review of Educational Research* 79 (1): 366–94.
- Opt.** Ho, Phoebe, Hyunjoon Park, and Grace Kao. 2019. "Racial and Ethnic Differences in Student Participation in Private Supplementary Education Activities" *Research in Social Stratification and Mobility* 59: 46-59.
- Opt.** Arouri, Mohamed, Adel Ben-Youssef, and Cuong Viet Nguyen. 2019. "Ethnic and Racial Disparities in Children's Education: Comparative Evidence from Ethiopia, India, Peru and Viet Nam" *Child and Youth Services Review*, 100: 503-514

Week 10, March 17 — Educational Inequalities, Context, and Neighborhood Effects

1. Downey, Douglas B., Paul T. von Hippel and Beckett A. Broh. 2004. "Are Schools the Great Equalizer? Cognitive Inequality during the Summer Months and the School Year." *American Sociological Review* 69: 613-635.
 2. Chetty, Raj, Nathaniel Hendren and Lawrence Katz. 2016. "The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment." *American Economic Review* 106: 855-902.
 3. Sharkey, Patrick and Felix Elwert. 2011. "The Legacy of Disadvantage: Multigenerational Neighborhood Effects on Cognitive Ability." *American Journal of Sociology* 116: 1934- 1981.
 4. Winship C, Harding DJ, Gennetian L, Sanbonmatsu L, Kling J. Unpacking Neighborhood Influences on Education Outcomes: Setting the Stage for Future Research. In: Duncan G, Murnane R Whither Opportunity? *Rising Inequality, Schools and Children's Life Chances*. Russell Sage ; 2011.
- Opt.** Buchmann, Claudia and Hyunjoon Park. 2009. "Stratification and the Formation of Expectations in Highly Differentiated Educational Systems." *Research in Social Stratification and Mobility* 27: 245-267.
- Opt.** Ainsworth, James W. 2011. "Why Does It Take a Village? The Mediation of Neighborhood Effects on Educational Achievement." *Social Forces* 81 (1): 117-152.

Week 11, March 24 — Higher Education, Elite Formation, Power, and Inequality

1. Gerber, Theodore P., and Sin Yi Cheung. 2008. "Horizontal Stratification in Postsecondary Education: Forms, Explanations, and Implications." *Annual Review of Sociology* 34(1): 299–318.
 2. Posselt, Julie R., and Eric Grodsky. 2017. "Graduate Education and Social Stratification." *Annual Review of Sociology* 43 (1): 353–78.
 3. Binder, Amy J., Daniel B. Davis, and Nick Bloom. 2016. "Career Funneling: How Elite Students Learn to Define and Desire "Prestigious" Jobs." *Sociology of Education* 89 (1): 20–39.
 4. Rivera, Lauren A. 2015. *Pedigree: How Elite Students Get Elite Jobs*. Princeton ; Oxford: Princeton University Press (chapter 1).
- Opt.** Armstrong, Elizabeth A., and Laura T. Hamilton. 2013. *Paying for the Party: How College Maintains Inequality*. Cambridge: Harvard University Press. (Introduction)
- Opt.** Stevens, Mitchell L., Elizabeth A. Armstrong, and Richard Arum. 2011. "Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in the Sociology of Higher Education." *Annual Review of Sociology* 34 (1): 127–51.

Week 12, March 31 — Economic Inequalities

1. Atkinson, Anthony B., Thomas Piketty, and Emmanuel Saez. 2011. "Top Incomes in the Long Run of History." *Journal of Economic Literature* 49: 3-71 (read pages from 3 to 12).
 2. Autor, David. 2014. "Skills, Education, and the Rise of Earnings Inequality among the 'Other 99 Percent'." *Science* 344 (May 23): 843-851.
 3. Pfeffer, Fabian T., and Robert F. Schoeni. 2016. "How Wealth Inequality Shapes Our Future." *The Russell Sage Foundation Journal of the Social Sciences*, 2(6): 2-22.
 4. Gornick, Janet C., and Markus Jantti. 2012. "Child Poverty in Cross-National Perspective: Lessons from the Luxembourg Income Study." *Children and Youth Services Review*, 34: 558-568.
- Opt.** Grusky, David. B. 2012. "What to Do About Inequality?" *Boston Review* (March/April). <http://www.bostonreview.net/grusky-forum-inequality>
- Opt.** Smeeding, Timothy M. 2005. "Public Policy, Economic Inequality, and Poverty: The United States in Comparative Perspective." *Social Science Quarterly* 86: 955-983.

Week 13, April 7 — Final Presentations

- No readings
- Final paper due (printed, in class)
- In-class paper presentation (10-15 mins)