

2 Intellectual Streams

Sociologists

- actors are socialized and actions are governed by social norms
- describe action in social context and explain the way action is shaped

Economists

- actors are independent and wholly self-interested
- principle of action: maximize utility

Problems of sociological stream

- actor has no "engine of action"
- no internal springs of action that give the actor a purpose or direction
- "Over-socialized"

Problem of economic stream

- neglect the empirical evidence on social context and organization

Let's merge two streams together

- exchange theory in sociology
- Oliver Williamson (1975, 1981): new institutional economics
- Mark Granovetter (1985):
 - ~New institutional economics is crudely functionalist
 - ~ Embeddedness: concrete personal relations and networks of relations

Social Capital and Human Capital

"Family background"

~ 3 components:

Financial capital: family's wealth or income

Human capital: parent's education

Social capital

Can be found where?

- ~ community consisting of social relationships that exist among parents
- ~ closure exhibited by this structure of relations

Social Capital and Human Capital (cont)

~ parents' relations with the institution of community

Catholic schools

~ dropout rate is $\frac{1}{4}$ of that of public school and $\frac{1}{3}$ of that in other private schools

~ differences are not due to religion of students or degree of religious observance

~ when social capital in family is low, social capital in the community can compensate for it

Non-catholic schools

~ dropout rate is similar to that of Catholic schools

Social capital and public goods


Physical and human are mostly private goods

~ person who invests in it to capture the benefit it produces

Social capital differ from physical and human capital

~ individuals

Social class cont.

Social origin  educational attainment

• Yossi Shavit and Hans-Peter Blossfeld:

Persistent Inequality:

Changing Educational Attainment in

Thirteen Countries

Social mobility

• Absolute and relative rates of mobility

• Absolute rate: flows between social origins and destinations

• Relative rates: net association between the two (social fluidity)

• Robert Erikson and John H. Goldthorpe:

The Constant Flux

~ Steps:

1. Define a core model of fluidity, including different dimensions of reproduction process

Social class cont. (cont)

2. Compare all nations with core model and their deviations

3. Interpret the results by historically informed

Economic reproduction

• Major problem: ignore the problem of agency and change

- Paul Willis: Learning to Labor

- Angela McRobbie: "Working Class Girls and the Culture of Femininity"

- Annette Lareau: Home Advantage

- Douglas Foley

- Basil Bernstein: Elaborated and restricted codes, and Connection with debates on

"cultures of poverty" and "linguistic deficit" -

> much criticism

Migration

Which of the following statements is the definition of migration used by the United Nations?

B. Anyone who has been living for more than one year in a country different to their birthplace

Migration: A short history

Pre-industrial era...

- Much voluntary migration was skilled one

- Mercantilist states attempts to entice skilled craft workers into their territory to develop new industries

19th century: industrialization

- Demand for unskilled labor in new industrial cities

- Europe: New industries ->

Emigration from Britain

- From 1870 onwards, over 100,000

immigrants left England every year

- Return migration: at least 40% of all

english and welsh emigrants returned

Forms of flows

Move-work-settle model



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Migration (cont)

- ~ permanent residence in country on origin
- > circular migration -> long-term temporary migration -> permanent settlement in country of destination
- Migration of the most highly skilled
- Expansion of higher education
- Relatively low rate: developed countries
- High rate: (developing) countries with small populations
- Emigration of health professionals from developing countries

Definition

- Not a single entity, but a variety of different entities
- 2 common elements
- ~ consist of some aspect of social structure
- ~ facilitate certain actions of actors within the structure
- Similar to other forms of capital
- ~ productive
- ~ not fungible, but maybe specific to certain activities
- Differ from other forms of capital
- ~ Inhere in the structure of relations between actors and among actors
- ~ not lodged in actor themselves or in physical implements of production
- How to create XYZ capital?
- ~ physical capital: changes in materials to form tools for production
- ~ human capital: changes in persons that bring skills and capabilities
- ~ social capital: changes in the relations among persons for actions
- Why do we need the concept of social capital?
- ~ identify the function of certain aspects of social structure

Definition (cont)

- ~ show that organizational resources can be combined with other resources to produce different system-level behavior
- Social relations that can constitute capital resources
- ~ Obligations, expectations, and trustworthiness: do something for another person and expect a return

Gender

- Trends of "gender" difference
- Women's disadvantage -> women's advantage
- Early years..
- ~ Common among boys: academic redshifting
- "Gender" differences in academic performance
- ~ test scores
- Disagreement despite large literature
- Cross-national assessments
- Gender difference is more pronounced among low-income children
- Explaining the "gender" gap"
- Sociologist: nope
- ~ canonical work
- ~ survivor bias
- ~ avoid reinforcement of existing gender equality
- But biological hypotheses are not necessarily sexist
- ~ sex differences in some cognitive tasks are well established
- ~ it is difficult to tease apart the biological and social factors

Race & Ethnicity

- Use literacy and schools to ...
- Liberate themselves from enslavement and segregation by law
- Advance themselves as citizens in their new homelands

Race & Ethnicity (cont)

- Education in West Africa before slave trade
- Askia Mohammed
- Ruler of the Kingdom of Songhai Empire
- Built schools in record numbers and urged inhabitants to attend them
- Intellectual centers in 16th and 17th centuries
- Katsina: law and theology were studied in detail
- Leaders expected the citizenry to become literate and multilingual
- Continuation of trade
- Remain competitive in global markets
- Education during enslavement in the United States
- Opportunities denied: freedom and citizenship, education included
- Laws and practices that denied the liberties and privileges reserved for whites
- Education in other parts of Americas
- Brazil (Portuguese colony): Belief that teaching enslaved people was impractical or dangerous
- Denied access to formal education in French, British, and Spanish colonies until slavery was abolished in the mid-19th century
- Education after emancipation
- But most of children who attended state--sponsored schools were restricted to a curriculum that prepared them for manual and industrial labor
- "Most appropriate" curriculum to educate southern-born African American children
- Booker T. Washington: industrial education
- W.E.B. DuBois: classical liberal arts education



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Segregation

Racial (de)segregation in schools: trends

- Common measure: Index of Dissimilarity (D)

- 0: if all schools have the same share of

- African American and white students

- 100: if there is total separation

- 78.5 (1968-71) -> 49.0 (1990) -> 49.5 (2000)

Court orders / federal mandates

- Logan, Zhang, and Oakley

- 1969: The Supreme Court - Declared the

- “all deliberate speed” standard to be no

- longer constitutionally permissible, and

- Order the immediate desegregation of

- Mississippi schools

What gave the federal government power to

promote change? 1964 Civil Rights Act and

1965 Elementary and Secondary Education

Act

The role of judges

- Decisions in desegregation cases are

- based on ...

- Objective evaluation of desegregation's

- goals

- Judges' preferences

- External social and political influences

- Unitary status decisions

The Supreme Court began to undermine

desegregation policies

- Milliken v. Bradley I (1974): limited inter-

- district desegregation efforts, and Late

- 1980s and early 1990s

Racial politics

- Countermobilization of whites to resist

- integration

- Fragmentation of the civil rights movement

- African Americans' growing frustrations

- with desegregation

Definition

Social relations that can constitute capital resources

- ~ info channels: info providing a basis for

- action and acquisition of info is costly

- ~ Norms and effective sanctions

Which norm is important for social capital?

- ~ one should forgo self-interest

- ~ one should act in the interests of

- the collectivity

Overcome the public goods problem that

exist in collectives

Norms can be internalized or supported

through external rewards

Facilitate and constrain certain actions

Social structure that facilitates social capital

- ~ Closure of social networks

When do effective norms emerge in

society?

Create the trustworthiness in a social

structure

Intergenerational closure: Does your parent

know the parent of your friend?

- ~ Appropriable social organization

- ~ Multiplex relations

Cultural capital

Pierre Bourdieu and Jean-Claude

Passeron: Reproduction

- Culture as a resource

- ~ access to scarce rewards

- ~ subject to monopolization

- ~ may be transmitted from one generation

- to the next

- Developed in the context of educational

- research

Dominant interpretation

- 2 premises

- ~ Cultural capital denotes knowledge or

- competence with “highbrow” culture

Cultural capital (cont)

- ~ The effect of cultural capital must be partitioned from those of properly educational “skill”, “ability”, or “achievement”

Paul DiMaggio

- A factor for filling out models of “status attainment process”

- Draw from Max Weber's concept of “elite status cultures”

Explaining the “gender” gap

Which of the following statements is true

about the gender difference in transition

from high school to colleges?

B. More women than men obtained

bachelor's degrees in the 2000s

From high school to college

College enrollment and completion

- ~ has increased since the 1970s, but

- women increases more than men

- ~ probability of completing college depends on...

- ~ gender gap in degree completion by

- race/ethnicity

- ~ women: lower dropout rate and faster

- completion

Gender gap in higher education

Individual and family factors

- ~ status attainment theory: access to

- resources

- ~ rational choice theory: incentive and

- constraints that shape individual decisions

- ~ family resources

- ~ academic performance: mechanisms

- ~ incentives and returns to college

Institutional factors

- ~ change in gender role attitudes

- ~ shifts in labor market structure

- ~ changes in educational institutions

- ~ military service

C

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Social Class

Family SES and child development

- 3 main components of socioeconomic position
 - Income: enable or offset of access to financial and material resources
 - Education: skills and knowledge
 - Occupational position: social capital and prestige
- 4 mechanisms
 1. Parents' investments and resources
 2. Family and environment stress
 3. Families' cultural practices
 4. Stratification of schooling opportunities by family SES

ECEC  children's development: mechanisms

- Indirect: ECEC  home environment  children
 - Foster stable routines at home  facilitate maternal employment
 - Improve quality of time mothers spend with their children
- Direct effects
 - Investment paradigm: educational intervention in early years yields the most power effects on later achievement

Benefits of ECEC

- Experimental studies
 - Randomized interventions in the U.S.
 - Less systematic evidence on programs outside the U.S. context
 - Limitations: external validity and generalizability
- Observational studies
 - Effect size is smaller than experimental studies
 - Effects of ECEC on cognitive and language development

Demand for and supply of ECEC

Demand

Social Class (cont)

- ~ US: family income -> ECEC participation
- ~ Europe: depends on national context
- ~ maternal education -> ECEC participation

Supply

- ~ subsidies and public programs in the US
- ~ publicly funded programs in Europe

Random Quiz

According to Nevena Kulic, Jan Skopek, Moris Triventi, and Hans-Peter Blossfield, the three main components of family's socioeconomic position are:

C. Income, education, occupational position



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