

Academic Year: (2021 / 2022)

Review date: 06-11-2019

Department assigned to the subject:

Coordinating teacher: GARCIA DE POLAVIEJA PERERA, FRANCISCO JAVIER

Type: Electives ECTS Credits : 6.0

Year : 2 Semester : 1

OBJECTIVES

Specific Competences

To seek, analyse and understand the properties of quantitative data associated with the study of social phenomena.

Evaluate socioeconomic achievement studies based on the relationship between theory and methodological developments.

Ability to understand published empirical findings derived from data analysis using advanced techniques.

Ability to write one's own academic texts in English.

Learning outcomes

1. Awareness about the complexity of policy issues over intergenerational mobility and the ethical dilemmas associated with the debate on inequality and meritocracy.
2. Knowledge on new developments and interdisciplinary debates about the reproduction of inequalities across generations, including the false dilemma of "nature versus nurture".
3. Awareness of new interdisciplinary evidence on the social mechanisms by which advantageous resources, cognitive abilities and personality traits are transferred from parents to children.
4. Understanding of the differences and similarities between the sociological and the economic approach to the study of mobility.
5. Awareness of the most important scales for measuring "non-cognitive skills" and personality traits in addition to the logic of standardized learning tests.
6. Develop the ability to understand scientific studies from multiple social science disciplines (sociology, economics, psychology) and to know the idiosyncratic conventions of each.
7. Learn to read rigorous research results, starting with multiple regression tables and including clever causal identification designs such as those based on birth month, matching and instrumental variables.
8. Awareness of the main explanations for international variation in social stratification patterns, including the influence of the welfare state and, in general, the role of institutions and public policies in social stratification.
9. Summarize the state of a given literature by identifying relevant knowledge gaps.
10. Know how to develop their own original hypotheses based on a coherent theoretical framework.
11. Know how to propose an adequate research design to answer a specific and relevant research question.
12. Know how to criticise constructively the work of others, propose improvements and offer different perspectives.
13. To learn how to present one's own research work (in progress) to a group in a stimulating way, in line with the established schedule.

DESCRIPTION OF CONTENTS: PROGRAMME

Ethical and normative dimensions of (un)equal opportunities and mobility

The economic approach to the study of social mobility: Differences and similarities with the sociological approach

New advances in the study of intergenerational transmission of capabilities from an interdisciplinary perspective

Mechanisms of transmission of cognitive skills and advantageous personality traits

New perspectives in the study of social mobility

The equalising role of schools

Compensatory advantage as a mechanism of educational inequality

The equalising role of institutions: Welfare States and Stratification

Personality traits, self-control, achievement and inequality: The role of non-cognitive capacities in

inequality
New evidence on parental investments
New advances in socio-genomics and the "nature versus nurture" debate
Conclusions

LEARNING ACTIVITIES AND METHODOLOGY

TRAINING ACTIVITIES

Theoretical class
Practical classes
Tutorials
Individual student work

TEACHING METHODS

Presentations in the professor's lecture room with computer and audiovisual support, in which the main concepts of the subject are developed and a bibliography is provided to complement the students' learning.

Critical reading of texts recommended by the subject professor:

Press articles, reports, manuals and/or academic articles, either for later discussion in class, or to expand and consolidate knowledge of the subject.

Resolution of practical cases, problems, etc. raised by the professor, either individually or in a group.

Presentation and discussion in class, under the moderation of the professor, of topics related to the content of the subject, as well as practical case studies.

Developing pieces of work and reports, individually or in group

ASSESSMENT SYSTEM

Participation in class 25%
Individual or group work 75%

BASIC BIBLIOGRAPHY

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- Hsin, A., & Xie, Y. *Life-course changes in the mediation of cognitive and non-cognitive skills for parental effects on children's academic achievement*. , *Social Science Research*, 63, 15. , 2017.
- Liu, A. Can non-cognitive skills compensate for background disadvantage? *the moderation of non-cognitive skills on family socioeconomic status and achievement during early childhood and early adolescence*. , *Social Science Research*, 83(April), 102306. , 2019.
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- Swift, A. Would Perfect Mobility Be Perfect? , European Sociological Review, 20, 1¿11. , 2004.
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