Knowledge Societies – 4th Conference of the Academy of Sociology

University of Bern, August 28 – 30, 2023
UniS, Schanzeneckstrasse 1, 3012 Bern

The Academy of Sociology is a professional scientific association promoting analytical-empirical social science. The 4th conference of the Academy of Sociology is hosted by the Institute of Educational Science and the Institute of Sociology at University of Bern.

Organizing committee (in alphabetical order)

Prof. Dr. Rolf Becker, Institute of Educational Science, University of Bern
Dr. David Glauser, Institute of Educational Science, University of Bern
Prof. Dr. Ben Jann, Institute of Sociology, University of Bern

Contact: as23.soz@unibe.ch

Conference statistics

Number of submissions	107
– as paper presentation	101
– as poster presentation	6
Accepted submissions	98
– as paper presentation	81
– as poster presentation	17
Rejected submissions	9
Presentations in final program	86
– keynotes (invited presentations)	3
– paper presentations	76
– poster presentations	7
Number of participants	149
– AS members	63
– non-members	62
– students	24
Number of participants (by payment)	149
– with conference fee	127
– without conference fee (organizers, session chairs, invited speakers, etc.)	22
Number of participants (by regional origin)	149
– University of Bern	23
– rest of Switzerland	32
– Germany	87
– other	7
Participation at conference dinner	130
– meat menu	68
– vegetarian or vegan menu	62

Best poster award

Winner: "Join to Connect? Voluntary Involvement, Social Capital, and Socioeconomic Inequalities" by Kasimir Dederichs (Nuffield College, University of Oxford)

Jury: Holger Lengfeld, Stefanie Kley, Cornelia Kristen

Call for papers (published on January 28, 2023)

Knowledge in terms of formal and informal qualifications is both a collective and an individual resource. Societal dynamics are driven by the accessibility and composition of knowledge at a macro level. For example, an educated population is a prerequisite of prosperity and social order. At the individual level, knowledge is imparted through participation in the educational system and constitutes an essential condition for social integration: knowledge and education influence the way we live (e.g. individual health, consumer behavior, leisure time) and are important determinants of participation in political and cultural spheres. As claimed by the prophets of the knowledge society, the way knowledge production takes place must therefore be of key interest to all societies.

The social sciences offer a variety of theories and research results on the role of knowledge and education in modern societies. Sociology of education clearly indicates that the acquisition of knowledge and education results in cumulative (dis)advantages in the individuals' life course. Individuals' knowledge, education and certified qualifications result from socialization in families, social networks, and the educational system and grant access to the labor market. As such, inequality in knowledge and education leads to the reproduction of inequalities in terms of social stratification, economic welfare, and political power. However, on the one hand, less is known about individuals' subjective view on the role of knowledge and education and its change across historical periods and generations. Specifically, there is a lack of profound research on individuals' subjective views on social inequality, social change towards digitalization and the rise of knowledge society. On the other hand, open questions deal with the objective description of social inequalities and the subjective views of social structures and their changes across historical periods. How open are knowledge societies today and are modern societies yet perceived as open societies? How do people associate the need of current knowledge production in course of digitalization with their social life? How is social change in terms of digitalization evaluated by different social groups? How and why does the social change towards a knowledge society result in different social action in terms of political voting, consumption of culture, or economy-related migration?

How are people dealing with the current challenges at different stages in their life course? How and why do the social, political, and economic crises shape their life? Related to these questions are also aspects of democratic principles that may be supported or challenged by modern (digital) forms of knowledge dissemination – free flow of information and pronounced connectedness on the one hand, fake news, echo chambers, and political polarization on the other. Recent crises such as climate change, the Corona pandemic or the war in Ukraine provide ample evidence on the fragility of knowledge societies and on how opinion dynamics can shape social realities.

How are all these issues connected to well-known gender and ethnic inequalities in education, work and economic sectors? How are these issues related to economic crisis, changes in the occupational structure and digital transformation in several societal areas in the upcoming knowledge societies?

These topics are at the key focus of the fourth Academy for Sociology Conference to be held August, 28-30, 2023 at the University of Bern (Switzerland). Scholars who address the topics from an analytical-empirical perspective in sociology, in particular, or from perspectives of other social sciences such as political science, demographic research, communication and data science, or the economics of education are invited to present and discuss their research in a stimulating format.

Particularly, contributions dealing with the main theme of the congress are welcome, addressing one of the following topics and connecting it to knowledge societies, inequality, and subjective perceptions:

- Conflicts, war, and climate change
- Covid-19 pandemic and the life course
- Migration and social integration
- Digital transformations and digital divide
- Politics, social movements, and societal cleavages
- Health and well-being in the life course
- Social mobility, economy and labor markets
- Educational system
- Gender
- Methodology of research and data to address the main theme

Open category: Organizers also warmly welcome research contributions on other topics of analytical-empirical research that do not deal with the main topic of the congress. As in the past, these contributions will play a prominent role in the conference.

The Conference is intended to foster interdisciplinary and international exchange. The conference language is English. We expressively encourage international scholars to participate in our conference. Some travel stipends will be available. Some sessions will allow a hybrid format.

Scholars are asked to submit a complete paper or an extended abstract (2-3 pages) using the conference management system (see the conference website for details). Closing date for submissions is April 15, 2023. Acceptance decisions will be communicated by the end of May 2023. The presentations are limited to 20 minutes (including discussion).

All (presenting) authors must register as participants. Young scholars can apply for a travel grant.

Submission

Submission of contributions via conftool is open until April 15, 2023.

You can either apply for an oral presentation or a poster. In either case, you will need to provide:

- a title,
- a plain text abstract (max. 200 words),
- up to five keywords,
- a PDF containing an extended abstract (2-3 pages) or a full paper.

Submission link: www.conftool.com/as23

Registration and conference fee

Registration at regular rates is possible until July 31, 2023. After that, late registration at an increased rate is possible until August 20, 2023; the extra charge for late registration is CHF 75 (in addition to the regular fee; excluding VAT).

Conference fee:
- as member participants: CHF 150.- (excluding VAT)
- non-as member participants: CHF 200.- (excluding VAT)
- students: CHF 30.- (excluding VAT)

In addition to these fees, 7.7% VAT must be paid.

The conference fee includes catering during the conference as well as the conference dinner.

The above fees are valid for registration until July 31, 2023. After July 31, 2023, conference fees will be increased by CHF 75.- (excluding VAT).

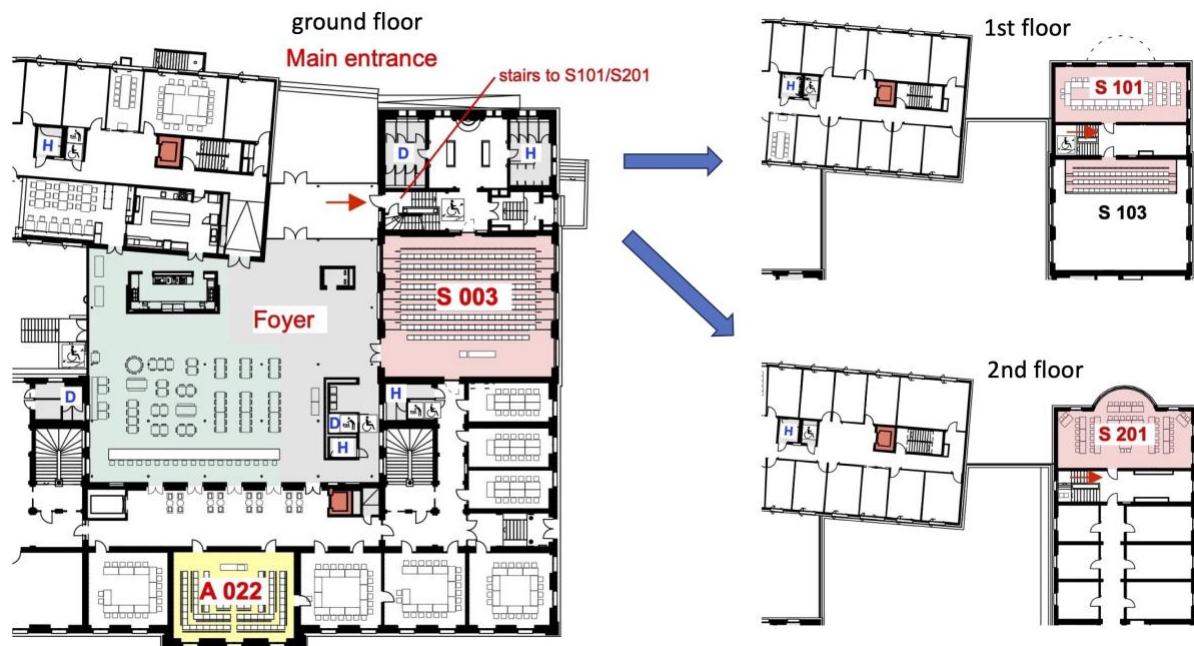Information on how to become a member of the Academy of Sociology can be found on this page.

Travel grants

Presenters from country categories B and C according to the Table of Economies by the ISA as well as early career researchers in special need (e.g. because they do not receive travel support from their institution) can apply for a travel grant (up to 1000 EUR). In order to be eligible for a travel grant, the applicant's submission must be accepted for the conference.

The number of available travel grants is limited. The organizing committee will make a selection in recognition of need and of good scholarship.

If you want to apply for a travel grant, fill out the corresponding section in the submission form.

Childcare

Professional childcare will be provided during the Congress (7.30 a.m. to 6.00 p.m. max.). If you are in need of childcare during the conference, this will only be available if you register by 25 June at the latest.

Conference venue

The conference takes place at UniS, Schanzeneckstrasse 1, 3012 Bern. This is just a few steps from the main train station in Bern.

See www.sbb.ch for public transport connections to Bern. There are plenty of possibilities for accommodation in Bern. The website of Bern Tourism provides an overview. Alternatively, have a look at portals such as swisshotels.com, hri.ch, rooms.ch, booking.com, hotels.com, trivago, airbnb, …

The venue (UniS, Schanzeneckstrasse 1, 3012 Bern) is just a few steps from Bern main station. Take the exit at "Welle" (ascending stairs/escalators directly on platform) and then walk up Schanzenstrasse. Alternatively descend from the platform, take the elevator to "Grosse Schanze" at the end of the underpass, and then walk from there.

Alternatively, take Bus 20 in direction of "Länggasse" until stop "Universität".

Site plan

The conference sessions take place in rooms S 003, A 022, S 101 at S 201 at UniS. Rooms S 003 and A 022 are on the ground floor. To get to rooms S 101 (1st floor) and S 201 (2nd floor) use the staircase next to the main entrance of UniS. Coffee and lunch will be served in the foyer of UniS (ground floor).

WiFi

University of Bern provides "eduroam" WLAN. Connect your devices to eduroam if your home institution supports eduroam.

If eduroam doesn't work for you, get the voucher code for the "public-unibe" WLAN at the Registration Desk. You will need a valid mobile number to be able to sign in.

Presentation guidelines

Oral presentation: 15' presentation; 10' discussion.
Poster presentation: A0 poster with 1.5-minute introduction

The conference language is English.

Presentation laptops will be provided; bring your presentation (PDF or PPT) on a memory stick.

Conference dinner

Date and time: Thursday, 29. August 2023, 19.00–22.00

Place: [Gurten Pavillon](#)

To get to the Gurten Pavillon, take tram no. 9 from Bern main station or from "Hirschengraben" towards Wabern until "Gurtenbahn" (8-9 minutes), walk a few steps to the valley station of the Gurten funicular, and then take the funicular all the way to the top. The Gurten Pavillon is right next to the top station of the funicular. See [here](#) for further information.

If you stay at a hotel in Bern you will receive a [Bern Ticket](#) from the hotel, which gives you access to free public transport in the city (Zones 100/101). This includes the tram to Wabern as well as the Gurten funicular. You do not need to buy a ticket for the Gurten funicular if you have a Bern Ticket.

Meeting point for those who do not want to travel individually: **18:15 in front of UniS**.

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University of Bern, Faculty of Human Sciences

Nomos

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Consortium for the Social, Behavioural, Educational and Economic Sciences

Program

Date: Monday, 28/Aug/2023

1:00pm - 1:30pm	**Registration: Registration**
1:30pm - 2:00pm	**Welcome: Welcome Address** Location: **Plenary Room S 003**
2:00pm - 3:00pm	**Keynote 1: Claudia Buchmann (Ohio State University): How Knowledge is Gendered: Brilliance, Credentials and AI** Location: **Plenary Room S 003** Session Chair: **Rolf Becker**
3:00pm - 3:30pm	**Coffee Break**
3:30pm - 5:15pm	**Session 1a: Health** Location: **Seminar Room A 022** Session Chair: **Tobias Ackermann**
3:30pm - 5:15pm	**Session 1b: Labour Market & Gender** Location: **Plenary Room S 003** Session Chair: **Christoph Zangger**
3:30pm - 5:15pm	**Session 1c: Conflicts, Crime, Uncertainty** Location: **Seminar Room S 101** Session Chair: **Martina Jakob**
3:30pm - 5:15pm	**Session 1d: Digitalization** Location: **Seminar Room S 201** Session Chair: **Richard Nennstiel**
5:15pm - 8:00pm	**Poster: Poster Session & Apéro**

Date: Tuesday, 29/Aug/2023

9:00am - 10:45am	**Session 2a: Education & Gender** Location: **Seminar Room A 022** Session Chair: **Martina Jakob**
9:00am - 10:45am	**Session 2b: Social Origin & IEO** Location: **Plenary Room S 003** Session Chair: **Sandro Stübi**
9:00am - 10:45am	**Session 2c: Skills & Labour Market** Location: **Seminar Room S 101** Session Chair: **Barbara Wilhelmi**
9:00am - 10:45am	**Session 2d: Neighborhood & Region** Location: **Seminar Room S 201** Session Chair: **Christoph Zangger**
10:45am - 11:15am	**Coffee Break**
11:15am - 1:00pm	**Session 3a: Student & Friendship Segregation** Location: **Seminar Room A 022** Session Chair: **Richard Nennstiel**
11:15am - 1:00pm	**Session 3b: Occupational Change** Location: **Plenary Room S 003** Session Chair: **David Glauser**
11:15am - 1:00pm	**Session 3c: Globalization & Politics** Location: **Seminar Room S 101** Session Chair: **Barbara Wilhelmi**
11:15am - 1:00pm	**Session 3d: Gender 1** Location: **Seminar Room S 201** Session Chair: **Sara Alice Möser**
1:00pm - 2:00pm	**Lunch 1: Lunch Break**

2:00pm - 3:00pm	**Keynote 2: Daniel Oesch (University of Lausanne): The Myth of the Middle Class Squeeze: Employment and Income by Class in Six Western Countries, 1980-2020** Location: **Plenary Room S 003** Session Chair: **Ben Jann**
3:00pm - 3:30pm	**Coffee Break**
3:30pm - 4:30pm	**Diss Award: Dissertation Award Ceremony** Location: **Plenary Room S 003**
4:30pm - 6:00pm	**Business Meeting: AS Business Meeting** Location: **Plenary Room S 003**
7:00pm - 10:00pm	**Dinner: Conference Dinner: Gurten - Park im Grünen**

Date: Wednesday, 30/Aug/2023

9:00am - 10:45am	**Session 4a: Education System** Location: **Seminar Room A 022** Session Chair: **Robin Benz**
9:00am - 10:45am	**Session 4b: COVID-19** Location: **Plenary Room S 003** Session Chair: **Dominique Krebs-Oesch**
9:00am - 10:45am	**Session 4c: Minority Groups** Location: **Seminar Room S 101** Session Chair: **Sara Alice Möser**
9:00am - 10:45am	**Session 4d: Mobility & Wages** Location: **Seminar Room S 201** Session Chair: **Ben Jann**
10:45am - 11:15am	**Coffee Break**
11:15am - 12:15pm	**Keynote 3: Jan Skopek (Trinity College Dublin): Engines of (in-)equality? Analysing the role of schools for social inequality in learning** Location: **Plenary Room S 003** Session Chair: **David Glauser**
12:15pm - 1:15pm	**Lunch 2: Lunch Break**
1:15pm - 3:00pm	**Session 5a: Gender 2** Location: **Seminar Room A 022** Session Chair: **Sandra Hupka-Brunner**
1:15pm - 3:00pm	**Session 5b: Migration** Location: **Plenary Room S 003** Session Chair: **Rolf Becker**
1:15pm - 3:00pm	**Session 5c: Research Designs & Methods** Location: **Seminar Room S 101** Session Chair: **Jessica Herzing**
1:15pm - 3:00pm	**Session 5d: Climate Change** Location: **Seminar Room S 201** Session Chair: **Sebastian Berger**
3:00pm - 3:30pm	**Coffee Break**
3:30pm - 5:30pm	**Panel Discussion: Methods Training in Sociology Study Programs, Best Poster Award, and closing remarks** Location: **Plenary Room S 003**

Conference Agenda

Keynote 1: Claudia Buchmann (Ohio State University): How Knowledge is Gendered: Brilliance, Credentials and AI

Time: **Monday, 28/Aug/2023: 2:00pm - 3:00pm**   *Location:* **Plenary Room S 003**
Session Chair: **Rolf Becker**

Session Abstract

Brilliance is viewed as a masculine trait in all societies, even by children as young as six years of age. In this lecture, I argue that this "brilliance bias" is detrimental to both men and women – it is a central factor in both women's underrepresentation in STEM fields and men's underrepresentation in college and advanced degrees. I provide two empirical examples: the first shows how achievement growth in high school STEM courses increases girls' self-perceived intelligence, thereby refuting the stereotype, and increasing their persistence in STEM fields; the second rallies evidence about how the brilliance bias may lead some males to underperform in education and attain lower credentials. I then consider the prospects of dismantling the brilliance bias in the new era of artificial intelligence.

Conference Agenda

Session

Session 1a: Health

Time: **Monday, 28/Aug/2023: 3:30pm - 5:15pm**   *Location:* **Seminar Room A 022**
Session Chair: **Tobias Ackermann**

Presentations

For whom does wealth matter more for health? Nativity wealth-health gradient in Norway

__Dina Maskileyson__[1], __Bettina Hünteler__[1,2]

[1]Universität zu Köln, Germany; [2]Max-Planck-Institute for Demographic Reasearch

Wealth has important implications for health as it reflects the economic resources accumulated over an individual's life. It is especially relevant in the context of migration because wealth is even more unequally distributed between immigrants and natives than, for example, income. Our study, therefore, examines the nativity wealth-health gradient in Norway. Specifically, it tests whether and to what extent the wealth-health nexus differs between immigrant groups defined by their region of origin and the native-born population. Moreover, it delineates the social mechanisms underlying such differences. Data for the analysis are obtained from Norwegian register data of 2016. Our sample includes 586,074 first generation immigrants and 2,940,677 native individuals who are aged 26 and older. First, we estimate linear regression models predicting health, measured as a set of different health problems diagnosed by a general practitioner, by wealth comparing Norwegian natives and the entire immigrant population. Second, in order to better understand the effect of immigration, we compare the wealth-health gradient between each of the different immigrant subgroups as defined by their region of origin and the natives. The findings and their significance will be discussed in light of previous research and theory in the fields of migration, wealth, and health.

Linked lives: Teenage mental health problems and the co-development of parent and sibling mental health

__Jonathan Wörn__[1], **Nicoletta Balbo**[2], **Karsten Hank**[3], **Øystein Kravdal**[1]

[1]Centre for Fertility and Health, Norway; [2]Bocconi University, Italy; [3]University of Cologne, Germany

Over the last decade, there was a strong decline in adolescent mental health in Western countries. With depression and anxiety among the most frequent complaints, this increase has caused concerns about the well-being and future labor market participation of this generation. In addition, the life course principle of linked lives makes us expect spillover effects on parents and siblings of teenagers with a mental health problem.

We examine parents' and siblings' mental health in the period spanning 5 years before and after a teenager's first mental health diagnosis. Full-population Norwegian register data provide all doctor consultations for mental health complaints and allow to link family members. Preliminary results from a difference-in-differences approach show a 20%-increase in mothers' (but not fathers') consultations in the year of their teenage child's first mental health diagnoses, and smaller increases in the year before/after. Even though a causal direction of influence between family members is hard to establish, this study illustrates that health problems do not only affect individuals, but also their family. Despite improving gender equality, we find that maternal mental health co-develops more closely with the mental health of their teenage child. Future analyses will include siblings and heterogeneities by socioeconomic family resources.

Internal and external health resources as moderators of the relationship between employment biography and health

__Julia Fritzsche__

Universität Rostock, Germany

In the field of health research, it is crucial to not only investigate risk factors that contribute to the development of diseases or disorders, but also to explore factors that promote good health despite exposure to various stresses and strains in the life course. This project aims to investigate how the relationship between employment history and health is influenced by individual health resources, specifically personality traits (as internal resources) and social capital (as external resources).

Using data from the 2019 German Socioeconomic Panel, a cross-sectional analysis was conducted on a sample of 6,422 working-age individuals (2,965 males and 3,457 females) aged 18 to 65 years. The findings revealed significant associations between current employment status, personality traits, social capital, and self-rated health. Specifically, unemployment was found to be significantly negatively associated with subjective health compared to full-time employment. The results also suggest that moderate to high levels of conscientiousness and high levels of social capital act as protective resources, moderating the negative association between unemployment and health.

However, these findings only provide initial indications, and further research especially with longitudinal data is warranted to better understand the complex relationship between employment status, health resources, and health outcomes.

Healthy equality? Gender inequality and the gender gap in health lifestyles in 20 European countries

__Julia Tuppat__

Leipzig University, Germany

Worldwide, women outlive men. Due to great variation across countries and over time, the gender mortality gap cannot solely be explained by biological differences; there is consensus about the relevance of social factors. One explanation highlights gender differences in health lifestyles, focusing on risk behaviors of men particularly, such as smoking, alcohol consumption, or forgone health care. A key sociological tenet is that behavior is shaped by the social world and that context affects behavior. The study investigates gender differences in health lifestyles in light of the level of gender equality at country level. Individual data of the European Social Survey from 20 countries is linked with macro data on the Gender Inequality Index of the UN. In all countries, men have higher risks of smoking, drinking and forgoing care, controlling for relevant socio-demographic factors on individual level and GDP. However, the magnitude of the gender differences depends on the macro context: The more gender-equal the society, the less pronounced the gender gap in behaviors. The narrowing of the gap in more equal societies is primarily driven by a decrease in risk behaviors in men, but to a lesser degree also by an increase of risky behaviours in women.

Conference Agenda

Session

Session 1b: Labour Market & Gender

Time: **Monday, 28/Aug/2023: 3:30pm - 5:15pm**   *Location:* **Plenary Room S 003**
Session Chair: **Christoph Zangger**

Presentations

Subsidized small jobs and maternal labor market outcomes in the long run

<u>Matthias Collischon</u>[1], Kamila Cygan-Rehm[2], Regina T. Riphahn[3]

[1]Institute for Employment Research (IAB), Germany; [2]LifBi Bamberg; [3]FAU Erlangen-Nürnberg

This paper investigates whether incentives generated by public policies contribute to motherhood penalties. Specifically, we study the effects of subsidized employment, the German Minijobs, which are frequently taken up by first-time mothers upon labor market return. Using a combination of propensity score matching and an event study applied to administrative data, we compare the long-run child penalties of mothers who started out in a Minijob employment versus unsubsidized employment after birth. We find adverse unintended consequences of the small jobs subsidy program for maternal earnings, which persist up to 10 years after first birth.

Does It Feel Good to be the Breadwinner? Examining Gender Differences in the Well-Being Effects of the Partner Pay Gap across Europe.

<u>Vanessa Gash</u>[1], <u>Fei Bian</u>[2], Leen Vandecasteele[2]

[1]City University of London; [2]University of Lausanne, Switzerland

Deploying the 2018 ad-hoc module on 'Material Deprivation and Well-being' of the European Union Statistics on Income and Living Conditions (EU-SILC), this paper aims to extend previous analyses by examining whether the positive well-being effects of male breadwinning found in individual country analysis hold across a range of diverse national contexts. We use multilevel modelling with cross-level interaction to discern whether country-level institutional and macro-economic factors act as mediators of the well-being effect of the Partner Pay Gap (PPG) within households. Preliminary findings show that there is an association between life-satisfaction and the national mean PPG for men and for women. The relationship between earnings contributions and life satisfaction appears to suggest a positive relationship for men, men like earning more, and a negative relationship for women, women prefer to earn less. Attempts to discern the macro-level variables which might account for some of the country level differences established few significant effects other than a tendency for men to be happier with earning lower proportions of household income if economic conditions are poor. The paper seeks to unpack the implications of these strong well-being effects to male breadwinning across multiple country contexts for gender equality.

Tired of the double burden? The impact of Work-to-Family- and Family-to-Work Conflict on sleep duration

<u>Linda Maciejewski</u>, Julia Tuppat

University of Leipzig, Germany

As more individuals balance multiple roles, Work-Family Conflict has become a prevalent issue that affects various facets of health, including sleep. This study examines the impact of Work-Family Conflict on sleep duration from a longitudinal perspective, differentiating between Work-to-Family- (WTFC) and Family-to-Work Conflict (FTWC) as well as time- vs. strain-based conflict. We propose two theoretical mechanisms: Reduced sleep might be the result of an intentional strategy in order to gain time or an unintended consequence of the psychological strain caused by interrole conflict. Using the German Family Panel pairfam, we apply fixed-effects regression to estimate the effects of time- and strain-based WTFC and FTWC on sleep duration. Supporting previous findings, our results show a negative impact of WTFC and FTWC on sleep duration. Overall, FTWC affects sleep duration more strongly than WTFC. Looking at the type of conflict, the results for WTFC and FTWC differ: For WTFC, time-based conflict has a stronger effect on sleep duration; for FTWC strain-based conflict is more relevant. It seems that reducing sleep is a feasible strategy only when work demands interfere with family life, while conflict resulting from family demands interfering with work seems to impact sleep mainly due to psychological strain.

Does Gender Structure in Workplace Matter? Mechanisms that Shape Workers' Occupational Transitions in Taiwan

<u>Diane Szu-Ying Ho</u>

University of Tuebingen, Germany

This study investigated whether occupational gender structure shaped workers' following occupational transitions. I discussed how workers' occupational experiences in occupations with different gender compositions brought possibilities and constraints to their occupational transitions referring to the gender token theory and the gender-type mobility studies. Using work history data from Taiwan, this study adopted a discrete-time event history approach to analyze Taiwanese workers' occupational transitions. Findings suggested that the economic benefits and the cultural values of the occupational gender structure influenced workers' occupational transitions. On the one hand, workers were likely to enter occupations with similar gender compositions to their previous work experience. On the other hand, the occupation experience affected their likelihood of making cross-occupation transitions. Gender-neutral occupations had spaces to move to gender-typical occupations. Gender-typical and gender-atypical occupation experience confined workers to enter other occupations. Female workers with male-dominated occupation experience would enter gender-neutral occupations. Among workers with female-dominated occupation experience, male workers could enter male-dominated occupations, while female workers were less likely to enter male-dominated occupations. These results suggested that female workers with similar occupational experience were more vulnerable than their male counterparts. Female workers faced the issues of integration problems and cultural depreciation when choosing their subsequent occupations.

Conference Agenda

Session

Session 1c: Conflicts, Crime, Uncertainty

Time: **Monday, 28/Aug/2023: 3:30pm - 5:15pm**
Session Chair: **Martina Jakob**

Location: **Seminar Room S 101**

Presentations

The type and intensity of the conflict-induced violence in forced migration decisions

Yuliya Kosyakova[1], Irena Kogan[2], Frank van Tubergen[3], Steffen Pötzschke[4]

[1]Institute for Employment Research (IAB), Nuremberg, University of Bamberg, Bamberg, Germany; [2]University of Mannheim, Germany; [3]Utrecht University, Netherlands. Netherlands Interdisciplinary Demographic Institute (NIDI), KNAW/University of Groningen, Netherlands; [4]GESIS - Leibniz Institute for the Social Sciences, Mannheim, Germany

This study examines how migration decisions of Ukrainians in the months directly following the Russian full-scale invasion were influenced by the type and intensity of the conflict-induced violence in the regions of their residence. We innovate by tackling not only on the intensity of the conflict-induced violence, but also differentiate between its types and consider cumulative and multiplicative effects of various forms of conflict-induced violence. We further analyse responses to violence both across demographically vulnerable and productive strata of the population at risk. Finally, we test whether the type and intensity of violence matter for the choice of destinations in war situations. The empirical analyses are based on the original OneUA survey data, which were collected through self-administered computer-assisted web interviews to which Ukrainian users on Facebook, Instagram and Facebook messenger were invited through respective advertisement links. With an additional snowball element the analytical sample consisted of 31,585 respondents. To measure conflict-induced violence and risks, we relied on three external databases, some of which emerged following the Russian full-scale invasion in Ukraine. Preliminary results point to the uneven and partially conditional influence of the conflict-induced violence for migration decisions, as well as heterogeneous effects of violence for population groups.

Eliciting Uncertain Beliefs: Effects on Crowd Wisdom

Marcel Günther[1], Vincent Oberhauser[2], Stephan Poppe[1]

[1]Universität Leipzig, Germany; [2]Universität Zürich

Collective decision making is a critical component of modern societies, and the aggregation of individual knowledge into group decisions is central to social science research. In continuous decisions, e.g. predicting stock prices, groups typically outperform individual judgements, known as the 'wisdom of crowds', but many real world decisions involve discrete choices. One example is jury decisions, where individuals must choose from a limited set of options. We aim to provide a deeper understanding of collective wisdom in such discrete decisions. We conducted an online experiment in which participants estimated the size of crowds in several images by selecting one of four categories representing number ranges. We implemented two conditions that captured different amounts of information about subjects' beliefs, and a condition to control for social influence. Our results show that more detailed information about individual beliefs improves group decision making. Regarding the effect of social influence on the accuracy of individual and group decisions, our results remain inconclusive, mainly because the mechanism we thought would mediate the positive effect of social influence did not hold. Nevertheless, our findings have important implications for scenarios where individual judgments need to be aggregated into a group decision through voting.

Ethnic Hostility on Twitter in the Aftermath of Terror Attacks

Christian Czymara

Tel Aviv University, Israel

Several major terror attacks conducted in the name of political Islam hit Europe in recent years. Existing evidence on the impact of terrorism on hostility toward out-group members based on secondary survey data is mixed. This study aims to overcome limitations related to such data and asks: Does ethnic hostility on social media increase after terror attacks? We use machine learning on time-stamped data capturing commenting behavior in almost five million Tweets posted by about 1.2 million different accounts after ten major terror attacks in five European countries between 2015 and 2018. Results show that the probability that a Tweet is hostile increases by 5.4 points after an attack. This effect levels off about seven days after an attack. Additional user-level fixed effects models show that terror attacks also changed the behavior of accounts. The probability of tweeting an insult is 2 points higher after an attack. This change within individuals only accounts for part of the overall effect. In sum, Jihadist terrorism fuels online hate. In general, we find higher levels of insulting after attacks, which can be attributed to individuals becoming more hostile and to new accounts entering the debates.

Fearing God and fearing crime? Fear of crime as a by-product of secularization in Germany

Jan-Philip Steinmann

Criminological Research Institute of Lower Saxony, Germany

This article complements existing victimological studies on religion by investigating whether religion promotes or reduces fear of crime in Germany. According to the generalized insecurity approach and the theory of social production functions, religion and fear of crime are linked via secularization-induced diffuse insecurities. It is expected that different facets of religion are tied to fearing crime in different ways because the projection of secularization-induced diffuse insecurities occurs only among those individuals whose religious capital is devaluated. Based on empirical analyses of data from the 2021 German General Social Survey (GGSS), there is evidence that some religious minority groups are particularly likely to fear crime, religious belief is positively related to fearing crime, religious behavior is is negatively associated with fearing crime, and religion can promote fear of crime equally in East and West Germany. In conclusion, the study shows the importance of religion for the fear of crime and highlights the advantages of a general theoretical approach.

Conference Agenda

Session

Session 1d: Digitalization

Time: **Monday, 28/Aug/2023: 3:30pm - 5:15pm**
Session Chair: **Richard Nennstiel**

Location: **Seminar Room S 201**

Presentations

The Impact of Telework and Flextime on Travel Behavior in Switzerland: Everything different after the COVID-19 pandemic?

Fabienne Wöhner

University of Bern, Switzerland

Switzerland has committed itself to the Paris Climate Agreement, which aims to reduce global greenhouse gas (GHG) emissions. Since individual private transport is a substantial source of GHG, significant cuts in private mobility are needed. The Digitalization of the labor market increasingly promotes telework (i.e. working remotely from home) and flextime (i.e. working schedule flexibility). Theoretically, more and more employees can reduce commuting to the workplace, or avoid rush hours, which should reduce and relief traffic. However, pre-pandemic analyses show that telework does not reduce traffic because commutes saved are offset with trips for other purposes in Switzerland. The COVID-19 pandemic has spread the usage of telework rapidly. Furthermore, the pandemic has influenced traffic behavior, for instance by people avoiding public transport to protect themselves. At the same time, walking and biking has evolved as a legitimate routine to get out of the house. Consequently, the question arises to which extent telework and flextime are associated with the travel behavior nowadays and whether the earlier findings still hold true. This question will be answered using the newest Swiss Mobility and Transport Microcensuses (MTMC) from 2021, which contains detailed information about respondents' mobility behaviour and their use of flextime and telework.

The unequal digitalization of the home environment. Exploring types of digital media use in middle childhood and associations with parental socioeconomic status

Leo Röhlke

University of Bern, Switzerland

Digital media use among younger children has increased in recent years. At the same time, educational technologies gain ever greater importance both within children's schools and homes. The implications of these trends for educational inequalities are still unclear. The present study explores children's digital media use types and associations with the socioeconomic status of their parents. The main expectation derived from theories of social reproduction is that children from advantaged backgrounds should show an education-centered use type. Using survey data from 2,485 parents of second-graders from Switzerland collected in 2022, a Latent Class Analysis of children's digital media use was performed. Four types of digital media use at home were identified: "Heavy users" (11%), "Productive-educational users" (26%), "Moderate entertainment users" (43%) and "Screen avoiders" (20%). Children with highly educated parents were overrepresented in two rather different classes: "Productive-educational users" and "Screen avoiders". Consistent with theoretical expectations, children of tertiary-educated parents were most likely to use digital media mainly for educational purposes. However, many socioeconomically advantaged children hardly used any digital media, and the theoretical explanation for this finding remains partly unclear. The findings contribute to the literature on the role of digital technologies in the transmission of cultural capital.

Do Kids See it Coming? Analyzing Anticipation Effects of Children's Cognitive Abilities on Parental Separation

Pauline Kleinschlömer

University of Mannheim, Germany

Children from divorced families have on average lower educational outcomes than children living with their two biological parents. However, most studies have treated parental separation as a single event, comparing educational outcomes before and after separation. However, treating parental separation as a discrete event neglects that parental separation is often preceded by a period of family conflict. Therefore, this paper adopts a process-oriented approach and analyses, whether children's cognitive abilities already deteriorate before parental separation. I rely on Norwegian register data and refer to children's math and reading scores in grade 5, 8 and 9 (n = 196,791) as measures for children's cognitive abilities. By applying a fixed effects regression, I show that children's math and reading scores are better before parental separation than after but already deteriorate before their parents' separation. In addition, I show that children with high socioeconomic status are less affected. Thus, the partnership status of parents becomes a driver of social inequality.

With Great Power Comes Great Acceptance? Social Status and the Moral Acceptability of AI Systems

Patrick Schenk, **Vanessa Müller**, Luca Keiser

University of Lucerne, Switzerland

More than ever, ethicists, politicians, and the general public must contend with the moral implications of artificial intelligence (AI). However, judgments by everyday people about the moral acceptability of using AI do not solely rely on the normative criteria put forward by armchair philosophers and lawmakers. We argue that the social status attributed to an AI, namely gender, anthropocentric status, and organizational prestige, influences the moral acceptability of using an AI. In a factorial survey experiment, we presented scenarios to respondents in which an agent performs a task (e.g., cancer diagnosis) and varied the entity performing the task (e.g., AI vs. human agent), anthropomorphic framing, gender framing, and organizational status. The factorial survey was administered to 520 respondents on the crowdsource platform Prolific, resulting in 3120 vignette judgments. Our results show a differentiated pattern of status effects on the moral acceptability of using artificial intelligence. Compared to a human agent, the use of an AI system is judged to be less morally acceptable. Moreover, organizational status clearly influences moral acceptability. In contrast, we do not find evidence for anthropomorphic and gender framing. The findings bear important implications for the continuing introduction of AI to society.

Conference Agenda

Session

Poster: Poster Session & Apéro
Time: **Monday, 28/Aug/2023: 5:15pm - 8:00pm**

Presentations

Moral Geographies of Educational Inequalities at the Transition to Gymnasium in Zurich

Lara Landolt, Itta Bauer

University of Zurich, Switzerland

This paper explores the moral geographies of the educational inequalities at the transition to Gymnasium in the city of Zurich, Switzerland. Inspired by research within the 'moral geographies', which concern the relations between morality, space and power, it contributes to interdisciplinary efforts studying the spatial and socioeconomic disparities of education by focusing on individuals' subjective views and moralities on educational inequalities – an aspect that is often discussed only as a side issue within these debates. Drawing upon semi-structured and episodic interviews with a socioeconomically diverse group of eight 8th or 9th year students (aged 13-15), their parents as well as their teachers and headmasters from different school districts, we demonstrate how a highly selective educational transition marked by socio-spatial inequalities shapes their subjective understandings of educational inequalities. This paper particularly focuses on the role their individual views on moral concepts such as 'educational justice' play in normalizing or challenging educational inequalities at this transition. We argue that paying attention to individuals' subjective views on the educational inequalities reproduced at this transition and the 'moral compass' they use to navigate the preparation process for this transition may provide starting points for thinking about and working towards more equitable educational transitions.

Role Detection in Communication Networks: Towards Interpretable and Generalizable Roles

Ramona Roller

ETH Zürich, Switzerland

Several social roles are context-specific and emerge bottom-up, such as the bystander witnessing an accident.

Social networks capture this type of role through local heterogeneities in the topology.

A role corresponds to a group of nodes with similar topological patterns, and various role detection methods have been established, such as stochastic block models.

However, these methods lack theoretical guidance, interpretability of the roles, and suitable validation.

In this submission, we address these challenges.

We provide a framework that conceptually defines and interrelates roles expected in communication networks.

We translate mathematical formulations of roles based on topological network measures into conceptual interpretations that are meaningful for communication networks.

We validate detected roles with temporal motifs instead of using a ground truth.

This choice prevents us from comparing our detected roles with nominalist roles, such as job titles, that are unrelated to bottom-up roles.

We apply our role detection to the Enron e-mail corpus and provide an outlook on how our detected roles can help explain employees' behavior during Enron's fraud scandal.

Revisiting the World Republic of Letters: Status competition in the global literary field

Matthias Kuppler

University of Siegen, Germany

Literature is exchanged on a global scale but not all books and authors have the same chance to succeed. The global exchange of literature is marked by strong status hierarchies between languages and their literatures. This project identifies and models the social mechanisms underlying the emergence of these status hierarchies. The project takes three steps: (1) Networks of book translation flows between languages for the period 1979 to 2020 are constructed with data from UNESCO and national libraries. The distribution of languages' eigenvector centrality in the networks is highly skewed (Gini-coefficients around 0.85), confirming the existence of status hierarchies. (2) Field-theoretical arguments on the emergence of status hierarchies from the dynamics of distinction, recognition, and symbolic power are formalized into a testable agent-based model. Mediators (publishers, translators, reviewers) who select which books are translated are the key micro-level agents whose decisions are modeled. Simulations demonstrate that the model generates status distributions (Gini-coefficients around 0.90) that are close to the empirical distributions. (3) Plausibility of the micro-level assumptions is demonstrated with an empirical analysis of N = 1,202 German publishing houses. The project bridges the gap between field-theory and existing formal status models, thereby contributing to analytical sociology's toolbox of mechanisms.

Comparing trajectories of adult personality development between Generations

Christian Schüffler

Martin-Luther-Universität Halle-Wittenberg, Germany

The presentation addresses differences in the personality development of adults between several generations and birth cohorts focussing on the youngest generations. As these were socialised native to mobile digital devices and in a highly individualised society, it is hypothesized that the last born generations (respectively birth cohorts) significantly differ in their trajectories of adult personality development from these born earlier.

Data from the German Socio Economic Panel allows comparisons of the development of the Big Five Traits between birth cohorts at least within a limited range of age and is thus utilized in the presented study. Thereby random slope models are applied and will be visualised in the presentation as growth curves.

The main findings of the research are significant differences between generation/birth cohorts within the same age in case of three of the Big Five Traits, which are additionally gender-sensitive. Later born subjects are especially more extraverted – consistent with theory about individualisation the birth years in the 1970s mark a major turning point concerning this trait. Millenials are more open and mainly the subjects born from 1990 onward are more neurotic than their predecessors.

Join to Connect? Voluntary Involvement, Social Capital, and Socioeconomic Inequalities

Kasimir Dederichs

Nuffield College, University of Oxford, United Kingdom

Social capital helps individuals instrumentally attain various goals but is notoriously unequally distributed. Previous cross-sectional research suggests a strong link between involvement in voluntary organizations and access to social capital, but it remains unclear whether this association is driven by socialization or self-selection and how voluntary involvement affects the status composition of individuals' social capital. In this article, I address these questions by studying changes in instrumental social capital – measured with the position generator – after transitions into voluntary organizations. I run fixed effects regression models on two waves of the adult cohort of the German National Educational Panel Study (SC6-NEPS) covering a period of four years. The results reveal that people rich in social capital join organizations more often (selection). Furthermore, joiners access more and higher-status social capital after getting involved (socialization). Low-status individuals disproportionally extend their reach towards higher positions through involvement but get involved at lower rates. Compared to a counterfactual situation in which nobody joins, current patterns of involvement marginally reduce socioeconomic inequalities in social capital. Overall, these results highlight the importance of voluntary involvement in social capital acquisition, the formation of cross-cutting social ties, and social cohesion.

The Formation of the First American Party System: The Case of New York

Benjamin Rohr[1], John Levi Martin[2]

[1]University of Mannheim, Germany; [2]University of Chicago, USA

A key component in the formation of the modern democratic state is the party system. This is especially true for democracies that consolidated before a civil service reform act, as bureaucracies were staffed not merely via executive selection of the capable, but also by legislative contests. In the United States, most of these offices were at the state, not federal, level, and thus understanding the party system requires an examination of the several states. Here we focus on New York, probably the state most advanced in its partisan organization, right after the founding of the revised federal government in 1789, and demonstrate that party organization was far more developed in directions consonant with a "modern" party system than previously understood, and that it led, as opposed to followed, partisan organization at the federal level, suggesting that party-organization should be understood not as "trickling down" from notables, but from the integration of mid-level political elites taking part in state expansion schemes.

Educational mobility and cultural omnivorousness in Germany and the USA

Yevhen Voronin

University of Wuppertal, Germany

This paper aimed to explore the differences in cultural omnivorousness across various educational mobility groups in Germany and the USA. The study built upon the existing literature on cultural consumption, particularly the recent theorization of Bourdieu's idea by Lizardo (2019) and proposed two research questions: (RQ1) Is the weight of the parent's (respondent's) education in predicting aesthetic consumption expected to be larger for less (more) legitimate cultural forms?; (RQ2) As an outcome, to what extent are different segments of educated and non-educated strata based on their trajectories more and less likely to develop omnivorous taste? First, the findings suggested that the weight of parents' education in predicting music taste for less legitimate cultural genres was larger than respondents' education only in Germany, while the patterns in the USA were different. Second, the results documented significant differences in omnivorous taste across various segments of mobile and immobile groups. In general, three groups demonstrated the highest omnivorousness: upwardly and downwardly mobile between middle- and high-level segments, and stayers in the high-level segment. In contrast to expectations, upwardly mobile who reached the high-level educational group could accumulate omnivore attitudes to a higher extent than many downwardly mobile groups.

Conference Agenda

Session

Session 2a: Education & Gender

Time: **Tuesday, 29/Aug/2023: 9:00am - 10:45am**
Session Chair: **Martina Jakob**

Location: **Seminar Room A 022**

Presentations

Gendered interests in tasks and in scientific approaches explain gender differences in field of study aspirations

Benita Combet[1], Noël Werthmüller[2,3]

[1]University of Zurich, Zurich, Switzerland; [2]Swiss Federal University for Vocational Education and Training SFUVET, Zollikofen, Switzerland; [3]University of Bern, Bern, Switzerland

Despite the increased participation of women in higher education, gendered major choice remains a persistent feature of many societies. This contribution examines individuals' decision-making process in major choice in more detail by analyzing how gendered self-concepts create gender differences in preferences for specific field of study characteristics. More specifically, we examine the role of self-concepts in explaining gendered preferences for two interest dimensions that can be found in each major: interest in tasks and interest in scientific approaches. Thereby, our analysis combines research from both sociology (on the effect of self-concepts on gendered interests for major characteristics) and psychology (on the close link between self-concepts and interests). For the empirical analyses, we use data from the second cohort of the Swiss panel study TREE and classify prospective students' aspired majors according to these interest dimensions. Besides individuals' academic self-concepts, we also consider various factors discussed in previous research and decompose the gender differences in the interest dimensions using a two-fold Kitagawa-Blinder-Oaxaca approach. Our results show A) that gendered interest in scientific approaches can be largely explained in contrast to gendered interests in tasks and B) that self-concepts account for most of the explained contribution regardless of the examined interest dimension.

Comparative Advantage in Math and the Choice to Study STEM by Gender and Migration Background

Tamara Gutfleisch, Irena Kogan

MZES, Universität Mannheim, Germany

Despite the increased demand for a scientifically and technologically literate population willing to pursue careers in science, technology, engineering, and mathematics (STEM) in many developed countries, the determinants of enrolment in STEM at higher education for underrepresented groups – particularly women and ethnic minorities – remain uncovered. Our study seeks to contribute to closing this gap by, first, exploring and, second, explaining, intersectional patterns of STEM participation by gender and migrant background in Germany. Assuming rational decision-making among actors, we expect that having a comparative advantage in math in school is positively associated with the likelihood of studying STEM, but that the explanatory power of relative math performance differs by gender and migration background. This is due to differences in (relative) performances between girls and boys and immigrants and natives, and the associated (perceived) opportunities regarding study field. Using data from the National Educational Panel Study (NEPS), cohort 5, we find that relative math performance is positively associated with the likelihood of choosing STEM in higher education, but it is less relevant for girls than boys. No significant differences in this association are observed between immigrants and natives. Still, second-generation girls are more likely to choose STEM than native girls.

Salary, Flexibility or Career Opportunity? A choice experiment on gender specific job preferences

Madlaina Jost[1,2], Sara Alice Möser[1]

[1]Bern University of Applied Sciences, Switzerland; [2]University of Bern, Switzerland

Using the evaluation of hypothetical job offers in a discrete choice experiment, we analyse which characteristics of employment positions are relevant to men and women when deciding between job offers. Thereby, we investigate whether preferences for work arrangements are gender specific. The analysis shows that on average, women have a stronger preference for part-time work than men, and that the career prospect of a job is more important to men than to women. Furthermore, we use heterogeneity within genders to study whether gender specific preference patterns result from gendered considerations of family formation. We find that certain men and women, especially those who plan to have children and have traditional intentions about the division of labour in the household, evaluate work relationships more strongly according to gender roles than others.

This analysis of hypothetical employment choices provides valuable insight into the preference structure of men and women, which proves to be heterogeneous within and between genders.

Conference Agenda

Session

Session 2b: Social Origin & IEO

Time: **Tuesday, 29/Aug/2023: 9:00am - 10:45am**
Session Chair: **Sandro Stübi**

Location: **Plenary Room S 003**

Presentations

Cross-national differences in socioeconomic achievement inequality in early primary school: The role of parental education and income in six countries

Jascha Dräger[1], Elizabeth Washbrook[2], Thorsten Schneider[3], Hideo Akabayashi[4], Renske Keizer[5], Anne Solaz[6], Jane Waldfogel[7], Sanneke de la Rie[5], Yuriko Kameyama[4], Sarah Kwon[8], Kayo Nozaki[9], Valentina Perinetti Casoni[2], Shinpei Sano[10], Alexandra Sheridan[6], Chizuru Shikishima[11]

[1]University of Strathclyde, UK; [2]University of Bristol, UK; [3]Leipzig University, Germany; [4]Keio University, Japan; [5]Erasmus University of Rotterdam, Netherlands; [6]INED, France; [7]Columbia University, United States; [8]University of Chicago, United States; [9]Osaka University of Economics, Japan; [10]Kobe University, Japan; [11]Teikyo University, Japan

This paper presents comparative information on the socioeconomic status (SES) gradients in literacy skills at age 6-8 in France, Germany, Japan, the Netherlands, the United Kingdom, and the United States. We investigate whether understanding of comparative SES gradients in early-to-mid childhood depends on the operationalization of SES (parental education, income, or both); and whether differences in inequalities at the end of lower secondary schooling documented in international large-scale assessments are already present when children have experienced at most two years of formal compulsory schooling. We harmonized and analyzed data from the German National Educational Panel Study; the Japan Child Panel Survey, the Generation R Study (Rotterdam/NL), the Millenium Cohort Study (UK) and the Early Childhood Longitudinal Study: Kindergarten Class of 1998-99 (US). Results show marked differences in the SES gradient in early achievement across countries that are largely insensitive to the way SES is measured, and that seem to mirror inequalities reported for older students. We conclude that country context shapes the link between parental SES and children's educational achievement, with country differences rooted in the early childhood period.

Assessing the Impact of Socioeconomic Status on Educational Inequality: A Cross-Country Comparison using Machine Learning Techniques

Stephan Poppe[1], Richard Nennstiel[2]

[1]University of Leipzig, Germany; [2]University of Bern, Switzerland

Our study investigates the use of machine learning models, specifically random forests, for analyzing educational inequality in cross-national comparative research. We aim to determine the varying impact of socioeconomic status (SES) determinants on educational achievement gaps across countries. Utilizing data from the PISA 2018 survey, we highlight the benefits of employing random forests in comparative research. Notably, random forests allow for the analysis of both metric and categorical dependent variables with considerable flexibility.

Through partial dependence plots, we identify the nonlinear relationships between parental SES and academic achievement, which significantly vary across countries. Furthermore, we employ feature importance measures to examine the influence of SES in different countries, revealing considerable differences in SES's relative importance. This study underscores the potential of using machine learning algorithms and model-agnostic tools to interpret complex models, making a significant contribution to the analysis and comprehensible presentation of research results in cross-national comparative research on educational inequality.

Inequality of Educational Opportunity in Switzerland: Exploring Regional Differences and Institutional Factors

Rita Schmutz

University of Lausanne, Switzerland

By using a novel approach to measure intergenerational mobility considering a multivariate approach, this study provides estimates of inequality of educational opportunity (IEOp) in compulsory education in Switzerland using the 2016 Swiss large-scale assessments of basic competencies (ÜGK – COFO – VeCoF) dataset. IEOp measures the share of inequality in the distribution of educational performance that can only be attributed to students' characteristics beyond their control (circumstances), such as their family socioeconomic status (SES), parental education, gender, and immigrant status. By employing a parametric ex-ante estimation approach, I estimate that IEOp in Switzerland is 21%, with considerable heterogeneity across cantons and the German-speaking region showing higher levels of unfair educational inequalities. The IEOp estimates are decomposed to identify the contributions of different circumstances and to develop a better understanding of the observed inequality. Socioeconomic status, parental education, and occupation are the most relevant circumstances in most cantons. Inequality of educational opportunity is associated with the institutional structure of cantonal education systems, such as level of stratification in secondary school and educational inputs in primary school.

Parental background, competences, and secondary school choice: lessons from a Qualitative Comparative Analysis of the German NEPS data

Judith Glaesser, Luise Heusel

Universität Tübingen, Germany

Our paper has two foci: it is concerned with the substantive issue of how parental background and cognitive attainment contribute jointly to the type of secondary school a child enters, and with the methodological issue of how to examine the complex interplay of the different factors involved while conceptualising the underlying ideas via careful calibration of the raw measures. We employ Ragin's Qualitative Comparative Analysis to address these issues, using NEPS data.

Our substantive findings are in line with previous studies: parental background, and parental education in particular, is linked to Gymnasium entry, though we also show that it is not sufficient on its own. It has to be combined with high competence in mathematics and reading, or, alternatively, with at least one of them if parents' occupational status is also high.

Our choice of methods allows us to show that the factors we examine are not compensatory but have to be present in combination. In other words, high competences cannot compensate for low educational and occupational status, but neither can the latter two compensate

for a lack of high competences. However, parents do play a crucial role given that high competences are rare in children from low status homes.

Conference Agenda

Session

Session 2c: Skills & Labour Market

Time: **Tuesday, 29/Aug/2023: 9:00am - 10:45am**
Session Chair: **Barbara Wilhelmi**

Location: **Seminar Room S 101**

Presentations

Latent and manifest benefits of work (LAMB) in a large-scale German survey

<u>Sebastian Bähr</u>[1], Bernad Batinic[2], Matthias Collischon[1]

[1]Institute for Employment Research (IAB), Germany; [2]Institute for Employment Research (IAB), Germany

In her latent deprivation model Marie Jahoda claimed (1) that work does not only fulfill manifest functions (such as pay), but is also associated with latent functions, such as social contact or structuring time. (2) Job loss decreases these vital functions, which in turn (3) have been proven to be important for various outcomes during unemployment, such as well-being and psychological health.

However, the literature on this topic mostly relies on small and often non-probability samples or only cross-sectional data.

In a recent cross-sectional study, we could show that there is substantial variation between and within employment status groups – with unemployed individuals faring worse than employed individuals in every dimension.

Building on these findings, we now can use longitudinal data to provide large-sample evidence of a representative population survey on the latent functions of work to test the three parts of Jahodas deprivation model. First, we can confirm our earlier results, that employment indeed provides latent functions. Second, we investigate within-individual changes in the latent functions over time in unemployment. Third, we show that these functions are vital moderators in the negative relationship of unemployment and various measures of well-being, such as health or self-assessed life satisfaction.

The role of skills and labour demand in explaining status loss after unemployment

<u>Miriam HÄNNI</u>, Irene Kriesi, Neumann Jörg

Eidgenössische Hochschule für Berufsbildung, Schweiz

Unemployment is costly for individuals and society and may lead to scarring effects at labour market re-entry. Previous research shows that the consequences of unemployment depend on the labour demand as well as on the transferability of workers' skills. To our knowledge, these two factors have never been analysed jointly. It is thus unknown whether the relationship between unemployment consequences and workers' skill endowment varies by labour demand. Drawing on human capital and signaling theory, we investigate whether the probability of finding a status-adequate job after at re-entry depends on the interplay between young workers' occupation-specific skill set and occupation-specific labour demand.

For our study we use a sample of VET graduates who became unemployed at least once in the early career. We combine national register data on unemployment spells with register data on education trajectories in Switzerland and skill measures derived from occupation-specific training curricula. Results from event-history models indicate that transversal skills and high occupation-specific labour demand improve unemployed VET graduates' re-employment prospects. Large amounts of practical occupation-specific skills, by contrast, are only favourable when occupation-specific labour demand is high. In line with human capital assumptions, the findings confirm the importance of transversal skills for labour market outcomes.

Training the Caseworker: Does it improve Employment Outcomes of Unemployed Welfare Recipients?

<u>Stefan Tübbicke</u>, Markus Wolf, Tamara Pongratz

Institute for Employment Research: Institut fur Arbeitsmarkt- und Berufsforschung, Germany

Caseworkers play an important role in shaping employment prospects of job seekers through counseling and monitoring. This paper analyzes the large-scale introduction of a unified counseling framework, which aimed at increasing counseling quality for unemployed welfare recipients in Germany by means of training caseworkers. Our results show that such training significantly raised cumulated time in contributory employment of job seekers by about 3.7 percent over a time period of five years. Overall, about 1.2 million job seekers benefited from this policy change. Sub-group analyses show that results are rather homogeneous. Placebo estimates support the validity of our findings.

Social background, mental health and the labor market integration of young Syrian refugees in Germany

<u>Hans Dietrich</u>

IAB, Germany

From a longitudinal perspective, this paper sheds light on the effects of SES and mental health on the integration of young Syrian civil war refugees into the German labor-market. As the civil war situation might limit direct SES effects on offspring's attainment in Germany, we consider educational aspirations and educational attainment as possible indirect SES mechanisms. As the majority of these individuals have experienced violence in various ways, PTSD is addressed as a second mechanism affecting individuals' labor-market integration. We employ unique survey data, including 2.732 young Syrian refugees, which were perfectly matched with register data, delivering the labor market status of the respondents from 2016 to 2021. Linear regression models and structural equation modeling a are applied to present results for the effect of PTSD and SES on refugees' labor-market integration. In line with the literature and the limited opportunities for direct SES transfers to the offspring in case of forced migration, we found only weak direct SES effect on occupational outcomes. However, respondents educational background and educational aspirations work as significant indirect SES effects, which shape respondents labor-market integration. As a second mechanism, we identify mental health (PTSD) at arrival time.

Conference Agenda

Session

Session 2d: Neighborhood & Region

Time: **Tuesday, 29/Aug/2023: 9:00am - 10:45am**
Session Chair: **Christoph Zangger**

Location: **Seminar Room S 201**

Presentations

There goes the „Auswahlbezirk": Estimation of the „White- Flight"-Effect with the German Microcensus

Klaus Pforr

GESIS, Germany

In the US literature, the "white-flight" effecthas been known since the 1920s. Despite the large body of research also from UK, NL and other Scandinavian countries on this, there is still new research on it. In Germany, there is very little robust research on this phenomenon, largely due to the comparative lack of data. This paper attempts to fill this gap using the microcensus. Using the 2016-2019 Microcensus panel, we estimate the effect of the migrant share in the selection district on the departure probability of individual households in the selection district. To do this, we first link the 2016-2019 Microcensus SUF at the household level over time. Then, rotational districts and out-migration are estimated heuristically. From the country of birth data, the ethnicity of each household is estimated. From this, migrant shares can be calculated for each selection district. Using the information over time across the four panel years, an OLS regression of the departure probability in year t on the migrant share in the selection district in year t-1 is estimated with household fixed effects. The initial results show that the white-flight phenomenon also exists in Germany, but that homophily is only very weakly discernible among the ethnic minority.

Intergroup contact vs competitive threat: Does immigration change immigration votes? Evidence from Switzerland using objective municipality-level panel data from 2010 to 2020

Sebastian Mader, Matthias Grossrieder, Sarah Kuhn

University of Bern, Switzerland

Gordon Allport's (1954) intergroup contact hypothesis has attracted a lot of attention in the social sciences. An interesting study within this field is Brunner and Kuhn (2018). Brunner and Kuhn (2018) investigated the causal effect of immigration on natives' attitudes towards immigrants in Switzerland using objective municipality-level panel data between 1970 and 2010. The authors found that with an increase of the share of culturally different immigrants the share of anti-immigration votes increased. Contrarily, the share of culturally similar immigrants was not related to immigration vote results.

In this paper, we conceptually replicate and update the study of Brunner and Kuhn (2018) addressing two analytical shortcomings. Therefore, we use Swiss municipality-level panel data on the culturally similar and culturally different immigrant share as well as on the results of national votes on national immigration policies from 2010 to 2020. We apply panel regression models.

In contrast to Brunner and Kuhn (2018), we find that increases in the shares of culturally similar and culturally different immigrants both increased the vote share for immigration-friendly policies.

Our study confirms the intergroup contact hypothesis and disconfirms theoretical approaches like the competitive threat theory (Blumer 1958). However, some analytical uncertainties remain.

Communication Barriers and Infant Health: Intergenerational Effects of Randomly Allocating Refugees Across Language Regions

Daniel Auer[1,2], Johannes Kunz[3]

[1]Collegio Carlo Alberto; [2]University of Mannheim; [3]Monash University

This paper investigates the intergenerational effect of communication barriers on child health at birth. We study refugees in Switzerland who originate from places that—for historical reasons—have large shares of French (or Italian) speakers and, upon arrival, are randomly allocated by law across states that speak dominantly either German, French, or Italian. We find that children born to mothers who were exogenously allocated to an environment that matched their heritage language are, on average, 72 grams (or 2.2%) heavier. High-quality networks of co-ethnic peer mothers act as a substitute rather than a complement to communication skills.

The Role of Neighborhood Relations in Confessionalization

Ramona Roller[1], Frank Schweitzer[1], Christoph Strohm[2]

[1]ETH Zürich, Switzerland; [2]University of Heidelberg

In 16th-century Europe, the adoption of Protestantism was a political decision since territorial princes in the Holy Roman Empire chose the denomination for their subjects. We examine the causes of this adoption by operationalizing driving factors that historiographical research has identified as important, such as the power of a territorial prince.

We use an Event History Model to track changes in the variables over time

and compute the importance of each driving factor.

Our results reveal that geographic neighborhood relations explain the adoption of Protestantism best.

The more neighbors had become protestant in the recent past, the more likely the territory is to become protestant itself.

This effect is most substantial for weak territories, which may point towards a strategic hesitation to adopt Protestantism in politically uncertain times.

Conference Agenda

Session

Session 3a: Student & Friendship Segregation

Time: **Tuesday, 29/Aug/2023: 11:15am - 1:00pm**
Session Chair: **Richard Nennstiel**

Location: **Seminar Room A 022**

Presentations

Socio-Economic Segregation of Students' Social Networks in Highschool

<u>Till Hovestadt</u>

Leipzig University, Germany

If socio-demographic groups are segregated, initial differences can increase over time. A number of studies investigate homophily among students while few studies analyze the extent of segregation on the network level. Moreover, few studies investigate segregation by SES in schools. I test whether students' social networks are segregated by SES. I utilize data from the Trends in Student Achievement study 2018, a large study of 47,354 students in Germany. Segregation is measured using the Spectral Segregation Index which accounts for the segregation of ego's friends. Multiple operationalizations of SES as well as cultural resources are analyzed. Furthermore, I compare segregation between friendship networks and informal help networks, expecting more segregation in the more intimate friendship networks than in networks of help-seeking. Initial results show strong gender and ethnic segregation. Student networks are segregated weakly by parental education and very weakly by homepossesions and HISEI while essentially no segregation can be found for indicators of cultural capital as well as for parental EGP. In help networks, segregation seems to be similar to friendships. With increasing diversity, segregation shrinks. Consolidation of SES variables with ethnicity or gender seems to have little impact on segregation.

Heterogeneity, consolidation, and intergroup friendships in adolescence: Revisiting Peter M. Blau's structuralist theory

<u>Georg Lorenz</u>[1,2], Clemens Kroneberg[3], Camilla Rjosk[1]

[1]University of Potsdam, Germany; [2]University of Leipzig, Germany; [3]University of Cologne

Our study builds on the notions of Blau's (1977) structuralist theory and provides a theoretical and empirical analysis of how distinct dimensions of ethnic heterogeneity are associated with interethnic and coethnic friendships in the school context. Building on and extending Skvoretz's (1983) formalization of Blau's approach, we develop a theoretical model that yields specific implications on how heterogeneity and consolidation (i.e., the alignment of multiple heterogeneity dimensions) interact in influencing minority and majority students' share of intergroup friendships. Empirically, we rely on unique and representative data of more than 1,000 secondary schools in Germany, which include information on complete social networks on an unprecedented scale. Our results show that interethnic friendships depend heavily on the opportunity structure. The force of opportunities is, in fact, so strong that it leaves only little room for homophily preferences to shape contextual variation in the amount of ethnic segregation. We also confirm Blau's well-known hypotheses that diversity decreases, and consolidation increases gross friendship segregation. More than that, we find support for a specific interplay of diversity and consolidation derived from our formal model: Consolidation increases ethnic segregation more in contexts with higher ethnic heterogeneity than in less heterogeneous contexts.

Friendship Segregation and Consolidation in European Classrooms: Which Attributes Matter?

<u>Susanne Böller</u>, Hanno Kruse

University of Bonn, Germany

In this study we analyse how the consolidation of attributes in school classes affects the emergence of social boundaries. By comparing the consolidation effects of different demographic attributes with varying degrees of relational relevance we contribute to a better general understanding of the segregating impact of attribute consolidation. Using survey data on school classes in England, the Netherlands, Germany, and Sweden, we regress the share of ingroup friendships regarding gender, area of residence, religion, country of origin, and socioeconomic status (SES) on the consolidation of each of these attributes with the other four. We find clear evidence that attributes remarkably differ in their consolidation effects on the emergence of friendship segregation along the lines of their relational relevance: While the consolidation of the analysed attributes with gender and area of residence is significantly associated with the share of ingroup friendships, there are generally no such effects found for the consolidation of the attributes with SES, country of origin, and religion. To get a better understanding of the practical relevance of these findings for the sorting decisions at secondary schools, we in a final step simulate alternative classroom placements and predict friendship ingroup shares in these alternative classes.

High hopes, high disappointment? How unmet migration expectations and perceived discrimination shape the destination attachment of migrants

<u>Andreas Genoni</u>[1,2], Didier Ruedin[2,3]

[1]Federal Institute for Population Research, Germany; [2]National Center for Competence in Research for Migration and Mobility Studies, University of Neuchâtel, Switzerland; [3]Swiss Forum for Migration and Population Studies, University of Neuchâtel, Switzerland

Migration research suggests that higher educated migrants report weaker attachment to their des-tination country than their lower-educated counterparts. This so-called integration paradox is probably caused by higher educated migrants perceiving more discrimination in ambiguous or unfavourable situations. Here we examine unmet expectations migrants have about their life abroad, experience of discrimination, and how these account for educational differences in des-tination attachment. We use cross-sectional (N = 15,677) and panel data (N = 4,026) of recent migrants to Switzerland from the Swiss Migration-Mobility Survey, capturing unmet expectations with a question on dissatisfaction with the migration decision. In line with the integration para-dox, we observe lower destination attachment among higher educated migrants with unmet ex-pectations. Although they more often report discrimination, this does not explain their lower destination attachment within this group. Instead of discrimination, adaptation problems matter: Higher educated migrants with unmet expectations do not outperform their lower-educated counterparts on other integration dimensions, particularly in social terms. These results indicate that migrants do not necessarily link unmet expectations to discrimination. Migrants may be op-timistic and particularly vulnerable to disappointment but they can also mitigate more detri-mental consequences, because they are prepared for moving into an unfamiliar environment despite lacking locally important resources.

Conference Agenda

Session

Session 3b: Occupational Change

Time: **Tuesday, 29/Aug/2023: 11:15am - 1:00pm**
Session Chair: **David Glauser**

Location: **Plenary Room S 003**

Presentations

Uneven Shifts: The Geography of Occupational Change in France, Italy, Spain and the United Kingdom 1992 - 2018

Katy Morris, Daniel Oesch

University of Lausanne, Switzerland

Amid renewed interest in geographical inequalities in life chances and an ongoing debate about occupational upgrading versus polarisation, we use EU Labour Force Survey data to investigate how the occupational structure changed across regions in France, Italy, Spain and the United Kingdom over the last three decades. Against the expectation that national upgrading trends may mask a diversity of regional upgrading, downgrading and polarisation experiences, we identify a clear and unambiguous upgrading trend at NUTS 2 (NUTS 1 in the UK) level: employment in high quality jobs grew while employment in low quality jobs shrank in every region. However, we also identify considerable heterogeneity in both the rate and the type of regional occupational upgrading that took place between 1992 and 2018, findings that have important implications for individual life chances.

Who Profits from Acquiring New Skills? Heterogeneous Returns to Continuing Education and Training

Aranya Sritharan

ETH Zürich, Switzerland

The swift technological advancements have brought about a fundamental restructuring of the job market, requiring that workers constantly upgrade their skill sets. In many OECD countries, continuing education and training (CET) has emerged as a preferred method for workers to acquire new skills while remaining employed. With the concept of lifelong learning, the impact of CET on workers' access and effectiveness has garnered significant scientific attention. This study investigates the effect of CET on wage growth and potential heterogeneity. It examines whether the duration of CET courses affects wage growth, whether this effect has changed over time, and whether there is any heterogeneity with respect to workers' skill levels. Results show that CET participation has a positive effect on wage growth, especially for longer-duration courses. Moreover, lower-skilled workers experience a positive wage growth from CET participation, whereas there is no effect for their higher-skilled counterparts. However, I detect no significant change for either group over time.

Declining middle classes in the heyday of globalization? Germany and the U.S. 1990-2019

Florian K. Kley[1], Pia N. Blossfeld[2], Holger Lengfeld[1]

[1]Leipzig University, Germany; [2]University of Innsbruck, Austria

So far, scholars have pointed to the phenomenon of a shrinking middle class in Western countries, especially as a result of occupational and institutional transitions in the wake of globalization. However, empirical evidence does not fully support the thesis of a continuously shrinking middle, and countervailing trends, such as educational expansion or increasing female employment, have received little attention in the debate. Using data from the PSID and SOEP, we compare the middle classes in the U.S. and Germany for the period 1990-2019, operationalized by income, education, occupation, and two multidimensional approaches. Our results show that the middle class is larger in Germany than in the U.S. by almost every indicator. The overall moderate long-term decline in both countries has slowed in the 2010s, accompanied by a gradual upgrading of many households. Higher education now more often serves as a means of compensating for being considered middle, while rising income inequality has the opposite effect. Among household characteristics, single-parent households are by far the least likely to be middle class in both countries. We conclude that to strengthen the middle, policies are needed to reduce the robust share of low-educated households, but also to reduce the extent of income inequality.

Evolving Work, Evolving Skills: How Technology-Driven Changes Requires Different Forms of Continuing Training Depending on Work Complexity

Marco Seegers[1], Birgit Zeyer-Gliozzo[2]

[1]Federal Institute for Vocational Education and Training (BIBB), Germany; [2]TU Dortmund University, Germany

The job and skill requirements of workers in modern Western societies are changing as a result of transformation processes such as decarbonisation, technological change and demographic change. This creates new challenges, especially in the interaction with technological innovation. One approach to adapting to new work requirements is to participate in training, but it is still unclear when and to what extent training is needed to adapt to technology-induced changes. This study examines the impact of technology use at work on participation in informal, non-formal and formal training, considering work complexity. Logistic regression models are used to determine the influence of technological change on participation in training according to work complexity. The results suggest a positive effect of increasing complexity and digitisation on the probability of participating in non-formal and informal training, with digitisation having a particularly strong effect on self-directed learning. The effect of digitalisation differs according to the level of complexity. There are no significant effects for formal training. The interaction between digitisation and work complexity is important for participation in adult learning activities, especially for non-formal learning. The results suggest that different forms of training may be needed for various work changes due to different transformation processes.

Conference Agenda

Session

Session 3c: Globalization & Politics

Time: **Tuesday, 29/Aug/2023: 11:15am - 1:00pm**
Session Chair: **Barbara Wilhelmi**

Location: **Seminar Room S 101**

Presentations

Cultural Ideologies across European Countries and the Role of Globalization

Ines Schäfer

Goethe-University Frankfurt, Germany

Cleavage scholars witness the establishment of a 'new cultural divide' over immigration and EU attitudes in Europe that is driven by globalization dynamics. The conflict aligns with past conflicts over environmentalism, gender equality and sexual diversity creating one embedded cultural divide between libertarian-cosmopolitan and traditionalist-communitarian attitudes. Yet, multidimensional attitudes challenge the coherence of an embedded cultural divide. Geographically, the embedded cultural divide is present all over Europe, driven by globalization. However, empirical studies that formally test this assumption are rare. I thus ask what ideologies of cultural issue attitudes are there in Europe, how are they distributed across European countries, and how are they related to globalization indicators? Using data from the European Values Study 2017, I apply a Latent Profile Analysis to uncover the latent ideologies of cultural attitudes related to immigration, the EU, the environmental, gender equality, and sexual diversity, and a multinomial multilevel analysis on globalization indicators. Preliminary results reveal three ideological profiles in Europe, which I labelled 'Centrist-Libertarian', 'Centrist-Ambivalent' and 'Centrist-Ambivalent-Anti LG*' and which vary by country. Attitudinal polarization is restricted to issues of sexual diversity. Additional analyses will shed light on the explanatory power of globalization aspects driving country-level differences in cultural ideologies.

Deepening the Divide: Does Globalization Increase the Polarization between Winners and Losers of Globalization?

Rasmus Ollroge

Freie Universität Berlin, Germany

Does globalization increase polarization on attitudes towards international trade, immigration, and international organizations? Research from different fields and disciplines tends to expect this relationship, but empirical studies are sparse. In this paper, I argue that globalization creates the context under which divides between winners and losers of globalization along social structural characteristics deepen, thereby moderating the impact of these characteristics on attitudes towards globalization. Specifically, I focus on education as a primary divide between winners and losers that increases under higher levels of globalization. I use data from three waves of the International Social Survey Programme (ISSP) from 1995 to 2013 covering 29 countries (n=69,462) to analyze the interaction between education and globalization in explaining attitudes towards globalization. The results show that while the attitudinal divide between educational groups is larger in countries with higher levels of globalization, there is no evidence of these groups becoming more polarized as the level of globalization increases within countries. Instead, all educational groups tend to become more positive towards globalization as the level of globalization increases. The findings suggest that the expectations about a growing polarization between winners and losers of globalization need to be taken with more caution.

An urban-rural divide of political discontent in Europe? A study on satisfaction with democracy

Nathalie Vigna

University of Lausanne, Switzerland

In recent decades, within countries social inequalities have been seen as a source of resentment for people living in the "places that don't matter" (Rodríguez-Pose, 2018). We analyse spatial inequalities in Europe from the point of view of political satisfaction. We assess differences in satisfaction with how democracy works in the country between people living in big cities, outskirts of big cities, small cities and rural areas. Our analyses contribute to the description of the "geography of discontent" in Europe (Dijkstra et al., 2020).

We analyse individual level data from the ESS for 21 countries and the period 2002-2020. We show that within countries spatial differences of SDW in Europe are tiny over the entire studied period, especially compared to the large between countries differences. Moreover, they are largely explained by individual characteristics, and they are negligeable compared to differences between socio-economic groups as defined by citizenship, working status, education, social classes or income deciles. On the other side, a strong heterogeneity in terms of SDW spatial gaps exists between countries. Our findings throw doubt on the narrative of a generalised geography of discontent in Europe and highlight the relevance of the country specific contexts.

Conference Agenda

Session

Session 3d: Gender 1

Time: **Tuesday, 29/Aug/2023: 11:15am - 1:00pm**
Session Chair: **Sara Alice Möser**

Location: **Seminar Room S 201**

Presentations

Gendered wage effects of changes in job tasks: Evidence from Germany

Alexandra Wicht[1,6], Nora Müller[2], Reinhard Pollak[2,5], Silke Anger[3,4]

[1]University of Siegen, Germany; [2]GESIS, Germany; [3]University of Bamberg, Germany; [4]IAB, Germany; [5]University of Mannheim, Germany; [6]BIBB, Germany

Previous research showed that technological progress changes job tasks within occupations and that these occupation-level job task changes affect wages. Little is known about whether individual job task changes affect personal earnings. The routine-biased technological change approach suggests individuals who increase their share of non-routine tasks to receive higher wages. Research on this topic relies mostly on cross-sectional data and largely ignores gender. We contribute to the literature by (1) investigating the relationship between individual job tasks and wages in Germany using three-wave panel data and fixed-effect regressions; and (2) analyzing the relationship between job tasks and wages separately by gender. Considering the rigid German labor market, we additionally account for job changes as a potential moderator. We find substantial heterogeneity in the relationship between job task and wages for both genders, which is masked when looking at average wage differentials. Job tasks changes tend to affect wages only for job changers. Depending on the specific job tasks, we find male job changers to be able to monetize their newly assigned tasks. For female job changers, task changes do either not affect their wages or results in a wage decrease. Task changes do not seem to pay off for women.

Who Talks to the Prof? Gender Differences in Interactions with Faculty at Two Scientific Conferences

Mark Lutter, Jan R. Riebling, Linus Weidner

University of Wuppertal, Germany

The percentage of women in academia is still lower than what would be expected statistically, especially in the sciences and among faculty (tenured professors). Theories on the "glass ceiling effect" suggest that men form exclusive professional networks among other men, while women remain systematically outside. With this paper, we aim to shed some light on this by exploiting a dataset by Génois et al. (2019) that tracks sensor-based interaction behavior at two academic conferences. We look at the number of minutes junior academics interact with tenured professors during these conferences. If glass-ceiling theory holds, we expect to see that female junior academics show fewer interactions to seniors, especially to male seniors. Male junior academics, on the other hand, should show more interactions to seniors, especially male seniors. Our results, however, show the opposite. We find that junior women show more interactions then men to senior scholars, especially to male professors. We also find that junior women have more interactions with female professors but this effect is not significant. Therefore, we do not find evidence that male scholars exclusively interact with males only, at least not at a conference setting and with this type of measure.

The various roles of coworker networks for gender inequality

Malte Reichelt[1,2,3], Kinga Makovi[4], Kerstin Ostermann[2]

[1]Friedrich-Alexander University Erlangen-Nuremberg (FAU); [2]Institute for Employment Research (IAB); [3]Leibniz Institute for Educational Trajectories (LIfBi); [4]New York University Abu Dhabi (NYUAD)

There is considerable ambiguity when it comes to how much and at what point in the job search social networks matter and if the returns are the same or if they vary for different social groups. We develop a conceptual framework differentiating between the roles of (1) network composition, (2) tie-activation and (3) differential treatment of referrals by employers and theorize why networks may contribute to inequality between different social groups at these different stages. To empirically test how and when networks matter, we evaluate the composition of and the return to men's and women's coworker networks. We take a big-data approach and use administrative data for the entire labor market region of Munich in Germany (IEB) between the years 2000 and 2014. In a first step, we follow co-workers over time to assess whether the composition and the potential usefulness of coworker-networks (e.g., through the number of former coworkers in leadership positions) develops differently for comparable men and women. To assess to what degree worker characteristics or choices can account for differences in the evolution of coworker networks we carry out stepwise matching of men and women, gradually introducing human capital characteristics, occupation-, industry-, and firm-characteristics.

PARENTAL LEAVE POLICIES, TAKE-UP CONSEQUENCES AND CHANGING NORMATIVE BELIEFS: EVIDENCE FROM A SURVEY EXPERIMENT

Pia Sophia Schober[1], Marie-Fleur Philipp[1], Silke Büchau[1], C. Katharina Spiess[2]

[1]University of Tübingen, Germany; [2]Federal Institute for Population Research, Germany

This study conceptualizes and provides novel empirical evidence on norm-setting effects of family policies by investigating how priming with parental leave policy-related information may alter normative beliefs regarding the gender division of parental leave in Germany. We implemented a survey experiment in two waves of the representative German GESIS Panel in 2019 and 2020. Respondents received one of three short evidence-based information primers about 1) long-term income risks of maternal employment interruptions, 2) non-significant paternal wage penalties, 3) increasing rates of paternal leave take-up in Germany, or were allocated to the control group that received no further information before rating the division of parental leave in fictitious couples. We apply OLS regression models with lagged dependent variables to a sample of 5,362 vignette evaluations nested in 1,548 respondents. Remarkably, we find that the effects of all three priming conditions vary significantly depending on whether respondents are asked to judge situations for couples where women earn more or less than their partners. Our findings mostly point to stronger effects of priming with information on income risks compared to paternal leave take-up trends and to more pronounced changes in normative beliefs among childless respondents.

Conference Agenda

Session

Keynote 2: Daniel Oesch (University of Lausanne): The Myth of the Middle Class Squeeze: Employment and Income by Class in Six Western Countries, 1980-2020
Time: **Tuesday, 29/Aug/2023: 2:00pm - 3:00pm**   *Location:* **Plenary Room S 003**
Session Chair: **Ben Jann**

Session Abstract

The public debate depicts the middle class as the great losers of the last decades, while people above and below seemingly fared better in terms of job and income growth. This narrative is mistaken both conceptually and empirically. Based on the Luxembourg Income Study 1980-2020, we show for France, Germany, Poland, Spain, the UK, and the US that employment of the middle class strongly expanded, while the working class shrank. The middle class also made consistently larger income gains than the working class. Finally, our cohort analysis shows that the promise of doing better than one's parents held for the middle class, but vanished for the working class. The real losers of the last few decades were the working class.

Conference Agenda

Session

Session 4a: Education System

Presentations

The Effects of Accommodations and Curriculum Modifications on Academic Performance and Perceived Inclusion: A Prospective Longitudinal Study Among Students in Switzerland

Caroline Sahli, Kathrin Brandenberg, Matthias Wicki

Pädagogische Hochschule Bern, Switzerland

Although inclusion generally affects students with special educational needs positively, it remains unclear whether specific integrative school measures have beneficial or detrimental effects on their academic performance and perceived inclusion. Unlike previous studies, the present paper differentiates between various types of integrative school measures, such as curriculum modifications (i.e., reduced individual learning objectives; RILO) and accommodations (AC). It explores their effects on academic performance and perceived inclusion. Analyses are based on a prospective longitudinal study of 1123 students (baseline at fifth/sixth grade, mean age 12.4 years old, and follow-up at eighth/ninth grade, mean age 15.3). Propensity-score-matching based on potential confounders was used to estimate relative changes in similar students' academic performance and perceived inclusion, with and without RILO or AC. RILO had significant negative effects on maths and overall academic performance. AC, however, had significant positive effects on academic performance and no negative side effects on perceived inclusion. School teachers and educational professionals should consider the opportunities and risks of different integrative school measures and use RILO in an inclusive, non-stigmatising manner.

Tracking in Context: Variation in the Effects of Reforms in the Age at Tracking on Educational Mobility

Michael Grätz[1,2], Marieke Heers[3]

[1]University of Lausanne, Switzerland; [2]Stockholm University, Sweden; [3]FORS, c/o University of Lausanne

Previous research on the effects of age at tracking on educational mobility found that increasing the age at first tracking in an education system decreased socioeconomic inequalities in education. This research has implicitly assumed that these effects do not vary across contexts. We develop two hypotheses predicting such variation. The first hypothesis predicts that changes in the age at tracking increase educational mobility more for larger than for smaller changes in the age at tracking. According to the second hypothesis, reforms in the age at tracking only increase educational mobility if they occur in societies which put a high emphasis on equality of opportunity. We test these hypotheses by estimating the effects of reforms in the age at tracking, which occurred in five European countries in the 20th century, on educational mobility. We use data from the European Social Survey and the Survey of Health, Ageing and Retirement in Europe. The effects of the reforms are identified using a regression discontinuity design. The results reveal little cross-country variation in the effects of reforms in the age at tracking on educational mobility. In all countries there is a considerable reduction in socioeconomic inequalities in education because of the tracking age reforms..

Big fish in big ponds: The contextual emergence of status elites in secondary school

Mark Wittek

University of Cologne, Germany

Status orders—vertical orders among persons according to differences in social recognition— are ubiquitous in human societies. Most previous research on status and networks assumed that one can infer status differences from networks of close relationships and that status orders evolve irrespective of contextual characteristics. This article reexamines both of these assumptions. I propose that the emergence of status orders is strongly tied to contextual characteristics and can only be understood by studying the structure of relational cognitions and relationships simultaneously. I demonstrate the merit of this multiplex ecological perspective by applying network-analytical methods to three data sets on status ascription and friendship networks of more than 23,000 students. Results do not support the widespread notion that the structure of close relationships in itself reflects underlying status orders. Rather, I find that status ascriptions are an independent relational cognition that is focused on a smaller set of students and that structures friendship choices. Furthermore, my analyses reveal that context size amplifies these tendencies. Rather than being a universal characteristic of adolescent societies, elites of popular actors who form an exclusive circle in close relationships emerge in specific contexts where elevated uncertainty amplifies status processes.

How does tracking affect achievement and SES inequalities: Evidence from Germany

Richard Nennstiel

University of Bern, Switzerland

Tracking is a highly debated topic in the sociology of education. The impact of tracking on educational inequalities, particularly on SES gaps measured through test scores, has been widely studied. However, there are three conflicting views on the impact of tracking on learning gains, which are supported by different studies. While some studies argue that tracking can enhance individual achievement gains, others suggest that it widens the SES gap, and still others do not attribute much influence to tracking on achievement trajectories. Moreover, previous research has some drawbacks, such as assuming linear achievement growth and not controlling for pre-tracking ability.

This paper aims to examine the impact of tracking on achievement gains and SES gaps using data from the German National Educational Panel Study. The study will analyze the growth trajectory before and after tracking and estimate growth curves with a non-linear trajectory. Descriptive analyses and machine learning algorithms will also be used to model growth rates and present intuitively understandable results on how achievement gaps change over time. The study will contribute to the debate on the impact of tracking on educational inequalities and present new methodological approaches for measuring and presenting inequality measures in the context of tracking.

Conference Agenda

Session

Session 4b: COVID-19

Time: **Wednesday, 30/Aug/2023: 9:00am - 10:45am**
Session Chair: **Dominique Krebs-Oesch**

Location: **Plenary Room S 003**

Presentations

Educational Differences in COVID-19 vaccination uptake by Regional Socioeconomic Deprivation in Germany

<u>Niels Michalski</u>[1], Marvin Reis[1], Susanne Bartig[1], Christina Poethko-Müller[1], Elisa Wulkotte[1], Daniel Graeber[2], Angelika Schaffrath-Rosario[1], Claudia Hövener[1], Jens Hoebel[1]

[1]Robert Koch Institute, Germany; [2]German Institute for Economic Research (DIW Berlin)

Combining the frameworks of fundamental causes theory and diffusion of innovation, scholars have proposed a delayed COVID-19 vaccination uptake for people in lower socioeconomic position depending on the socioeconomic context. We qualify these propositions and analyze educational differences in COVID-19 vaccination status over the first ten months of Germany's vaccination campaign.

Data from the study "Corona Monitoring Nationwide" (RKI-SOEP-2) collected between November 2021 and February 2022 is linked with district-level data of the German Index of Socioeconomic Deprivation (GISD). We estimate the proportion of people with at least one vaccination dose stratified by educational groups and within different settings of regional socioeconomic deprivation (RSDep) at three time points. Logistic multilevel regression models are applied to adjust for multiple covariates and to test cross-level-interactions between educational levels and levels of RSDep.

The results correspond to the theoretical propositions. Vaccination rates were lower among respondents with lower education. Comparisons by socioeconomic context showed that vaccination rates were lowest in the lower educated living in regions with highest levels of RSDep. The analysis of vaccination timing reveals that educational gaps and gaps by RSDep appeared early in the vaccination campaign and did not close completely before the 4th wave of COVID-19 infections.

How loneliness increased among different age groups during COVID-19 – a longitudinal analysis

<u>Fiona Köster</u>[1], Oliver Lipps[2,3]

[1]University of Lausanne; [2]FORS; [3]University of Bern

The COVID-19 pandemic entailed restrictions that hampered face-to-face interactions and social gatherings. In this paper, we examine whether loneliness increased to different extents among age groups due to these restrictions and if these differences were mediated by specific life course conditions. Based on longitudinal data from the Swiss Household Panel, our results show that loneliness increased disproportionately among younger individuals during the pandemic. This finding is in line with the social convoy model and the socioemotional selectivity theory, which postulate a decline of social network size and decrease in contact frequency with increasing age. Individuals aged 30 years and above experienced a lower increase in loneliness when they lived in shared households, however, this protective effect was not observed for younger individuals. Living together with a partner, being male, and not anticipating health complications in case of a COVID-19 infection moderated the increases of loneliness, but they were independent of age.

The trade-off between immigrant integration courses and other adult education courses during the Covid pandemic: Increased crowding out?

<u>Kerstin Hoenig</u>, Verena Ortmanns

DIE German Institute for Adult Education Leibniz Centre for Lifelong Learning, Germany

Volkshochschulen (adult education centers; AEC) are the most important publicly funded providers of adult education in Germany. They mainly offer nonformal courses that are open to the general public. In addition, AEC have emerged as the main provider of mandatory so-called intergration courses for immigrants. Several studies have come to the conclusion that the exponential increase of integration courses due to the refugee crisis led to a decline in the number of open courses, thus affecting the supply of adult education for the general public. The aim of this paper is to determine whether this crowding-out effect intensified during the Covid pandemic, when AEC faced a series of restrictions and there was particular political pressure to continue integration courses. Using data from the annual Volkshochschul-Statistik, we plan to estimate fixed effects regression models using the number of refugees at the county level as an exogenous treatment that determines the number of integration courses and year dummies to operationalize the effect of the pandemic. Preliminary results from first difference models show that the number of refugees at the county level negatively affected the number of open courses taught during the pandemic.

The Impact of COVID-19 on In-Training Education: A Thematic Analysis from the Perspective of Apprentices

<u>Anina Rachel Singer</u>, Milan Stocker

University of Bern, Switzerland

Previous research has shown that the Covid-19 pandemic has had a significant impact on VET learners' training progress and labor market integration, on companies' recruitment and training strategies as well as on vocational schools' teaching. In addtion, different sectors and occupational fields as well as regions in Switzerland were affected by the pandemic to varying degrees. Our research project "Short- und long term effects on the VET" (COVET) aims at investigating these impacts on the Swiss VET system. The project will depart from two overarching questions: Which vocational programs were/are most affected by the pandemic? In what manner were the occupation-specific training programs affected within different regions in Switzerland?

Based on focus-group interviews conducted with apprentices in the cantons of Zurich and Vaud, we focus on the apprentices' view on how the pandemic had affected their occupation-specific training program. The scope of the thematic analysis lies on the vocational training's learning environment (school and company-based), social interactions, framework conditions as well as on skills. The results can answer an aspect of what our research project aims on analyzing, namely how the pandemic affected the in-training education of apprentices in vocational programs that were affected by the pandemic to various degrees.

Conference Agenda

Session

Session 4c: Minority Groups

Time: **Wednesday, 30/Aug/2023: 9:00am - 10:45am**
Session Chair: **Sara Alice Möser**

Location: **Seminar Room S 101**

Presentations

Migrants' participation in voluntary groups and interethnic strong ties

Johannes Stauder

Universität Heidelberg, Germany

The talk will focus on a structural determinant of social integration of recently immigrants to Germany and the Netherlands that is relatively easily accessible for social intervention programs for integration. It will examine whether interethnic contact in voluntary groups promote interethnic strong ties for newly arrived immigrants from Turkey and Poland in Germany and the Netherlands. Using the SCIP-panel data ("Causes and Consequences of Socio-Cultural Integration Processes among New Immigrants in Europe"), a linear probability model, and a fixed effects-design, I will show that the probability to have interethnic strong ties is higher when migrants have started to participate in a voluntary group where co-ethnics are a strong minority. Results are complementary either with a direct effect of opportunities for contact and interaction or an indirect effect of being exposed to inter-ethnic others on positive attitudes toward out-groups. Findings show that social intervention programs could draw on voluntary groups to actively integrate migrant populations into European societies.

Pulling Together? Ethnic Segregation Across and Within Civic Organizations

Kasimir Dederichs[1], Dingeman Wiertz[2]

[1]Nuffield College, University of Oxford, United Kingdom; [2]UCL Social Research Institute, University College London, United Kingdom

Civic organizations are often depicted as vehicles for social integration: Since they gather people around common interests and have relatively low entry barriers, they may facilitate interactions that bridge social divides prevailing in other life domains. However, this hopeful portrayal rests on several critical—yet largely untested —assumptions. This study, therefore, systematically investigates the bridging potential of civic organizations, focusing on ethnicity as key social boundary. Using unique Dutch survey data, we show that: (i) There is strong ethnic segregation across organizations, which persists after accounting for individual and organizational socioeconomic differences; (ii) There is ethnic segregation within organizations, in terms of participants' contact frequency; (iii) Levels of social integration within organizations decline with the share of ethnic outgroup members; (iv) Civic participants are more likely to leave organizations with more ethnic outgroup members—partly driven by their weaker social integration—thereby reinforcing ethnic segregation across organizations. While civic organizations may be places where different ethnic groups mingle more than in other settings such as neighborhoods, our results suggest that homophilous sorting dynamics among civic participants limit their capacity to bridge ethnic boundaries and that special efforts are needed for civic organizations to live up to their full bridging potential.

Shock and Mastery. The impact of the 1990s Yugoslav refugee shocks on natives' psychological well-being in Switzerland

Natalia-Cornelia Malancu, Didier Ruedin

Université de Neuchâtel, Switzerland

Russia's invasion of Ukraine has renewed the debates on the likely impact of and how best to cope with refugee inflows. While we know about the potential impact of migrants theoretically, and despite important literature on the short-term economic and attitudinal effects of immigration on mainstream society, we do not understand well how forced migration and refugees affect the resident population, particularly in Europe. We lack good evidence of the likely long-term impact and how to best handle the integration of refugees.

We focus on the possible effects on an area largely overlooked in the Europe-centered migration literature: health. Specifically, we look at psychological health and well-being changes, narrowly defined in terms of mastery. Past well-being literature has largely been unable to distinguish immigrants of different origins. We advance this literature by focusing on the effects of a single refugee group and its spatial concentration's short- and long-term impact within a country. We exploit Yugoslav Wars refugees' sudden, exogenous arrival to Switzerland in the 1990s as a quasi-experimental setup for causal identification. We combine Swiss Health Survey data with administrative (Census and PETRA) data and apply a pseudo-panel generalized difference-in-differences approach to compare refugee-receiving regions (treated) and not-refugee-receiving ones (control).

Conference Agenda

Session

Session 4d: Mobility & Wages

Time: **Wednesday, 30/Aug/2023: 9:00am - 10:45am**   *Location:* **Seminar Room S 201**
Session Chair: **Ben Jann**

Presentations

Intragenerational Occupational Mobility in Light of Intergenerational Educational Mobility, Women and Men, Germany

<u>Jessica Ordemann</u>, **Sandra Buchholz**

German Centre for Higher Education Research and Science Studies (DZHW), Germany

This study brings together the intergenerational educational mobility and intragenerational occupational career mobility of women and men in the context of educational expansion in Germany. Our analysis is based on data from the National Educational Panel Study (NEPS, SC6 adult cohort). Bevor the backdrop of social mobility theory, we will examine the career trajectories of women and men who experience upward, downward, and no educational mobility compared to their parents using random-effects multilevel growth curve modeling. We will consider all German educational degrees (no education, blue- and white-collar vocational and education training (VET), university of applied sciences (UAS) and university) in our analysis. Our findings suggest a stratification of the occupational career by educational degree and mobility. Women enter the labor market lower than men and also experience higher countermobility. Those who are upward mobile attain lower posi-tions than graduates with the same degree but who are either downward or not mobile. None of these patterns differ significantly from each other, except for male university graduates.

The geography of regional wage differences in Germany, 1975-2019

<u>Gina-Julia Westenberger</u>

Université de Lausanne, Switzerland

The last decade has seen a growing concern that regions in industrialized countries are increasingly drifting apart in their economic development (Rodríguez-Pose, 2018). Especially two narratives on spatial inequalities enjoy great popularity: that employment growth and high wages increases are i) concentrated in urban as opposed to rural areas or ii) are mainly concentrated in big metropolitan areas (Florida, 2017; Moretti, 2013). In Germany, increasing divides between prosperous urban regions and declining rural ones are also intensively discussed (Haffert, 2022). It is however not clear to what extend the trends mainly documented for Anglo-Saxon countries are transferable to countries with a less polarized labor market structure like Germany (Oesch & Piccitto, 2019). In this context, I address the question how life chances measured by wages developed on a regional level in Germany over a period of more than 40 years. To answer this, I exploit individual-level labor market data on the NUTS-3 level. My findings support the claim of increasing regional inequality, but highlight that the geographical structure of these regional gaps is less clear cut than in other countries. Median wages are indeed highest in urban regions, but not necessarily in the large metropolitan areas.

Describing the socio-demographic structure of social transfers across Europe with regression trees

<u>Klaus Pforr</u>, **Johanna Jung, Barbara Felderer**

GESIS, Germany

Whereas most literature on welfare states and social policies takes a macro perspective, follows an explanative goal, and is built upon an abstract theory of the whole economy, this paper follows a more receive social transfers and how important are socio-demographic variables relative to country-level variables in this respect. By using regression trees, we avoid theoretical assumptions and let the data speak. Preliminary results show that country-level information is more important than socio-demographic variables. The relevant socio-demographic variables are age, household structure and household income before social transfers.

The native-immigrant wage gap: a meta-analysis

Eva Van Belle[1,2], <u>Didier Ruedin</u>[3,4]

[1]Vrije Universiteit Brussel; [2]Ghent University; [3]University of Neuchâtel; [4]University of the Witwatersrand

Numerous studies estimate the immigrant-native or ethnic wage gaps for different settings, focusing on different subgroups and using different methodologies. We exploit these differences to shed light on the question of why we (continue to) observe labour market discrimination. We estimate a meta-regression analysis using 11,515 wage gap estimates from a total of from 286 studies that we could identify. We not only provide evidence for the prevalence of statistical versus taste-based discrimination, but also on the grounds of statistical discrimination. Moreover, we show that not all 'others' are treated the same, but instead there is some ethnic hierarchy. Finally, we do not find evidence of a time-trend in the estimated wage gap, nor that the gap differs by region.

Conference Agenda

Session

Keynote 3: Jan Skopek (Trinity College Dublin): Engines of (in-)equality? Analysing the role of schools for social inequality in learning

Time: **Wednesday, 30/Aug/2023: 11:15am - 12:15pm**   *Location:* **Plenary Room S 003**
Session Chair: **David Glauser**

Session Abstract

Research in sociology of education highlights the ambiguous role schools play in social mobility. On the one hand, critical perspectives view schools as institutions of social reproduction that generate inequality by allocating students to unequal learning environments. Positive accounts of schooling, on the other hand, view schools as a force of equalization as schools create more standardized and equal learning opportunities than non-school environments. After introducing theories of schooling, the talk will discuss common research designs that attempt to empirically identify the causal effect schools have on student learning and inequality therein. Among those, the lecture will highlight the differential exposure approach (DEA), a versatile causal framework to identify schooling effects in large scale assessment studies. Fresh evidence on the causal effects of schooling on social and ethnic gaps in learning in Germany and United states will be presented. An outlook on future research opportunities will be given at the end of the talk.

Keynote 3: Jan Skopek (Trinity College Dublin): Engines of (in-)equality? Analysing the role of schools for social inequality in learning

Conytference Agenda

Session

Session 5a: Gender 2

Time: **Wednesday, 30/Aug/2023: 1:15pm - 3:00pm**
Session Chair: **Sandra Hupka-Brunner**

Location: **Seminar Room A 022**

Presentations

Beyond the Binary: Possibilities, Challenges, and Perspectives in the Measurement of Sex/Gender

Lisa de Vries[1], Mirjam Fischer[2], David Kasprowski[3]

[1]Bielefeld University, Germany; [2]Goethe-Universität Frankfurt; [3]DIW Berlin

Improved social acceptance and legal recognition of gender minorities in many Western countries as well as ongoing public debate increased the visibility and improved living circumstances of gender minorities in the last years. In light of recent developments, German surveys increasingly integrate non-binary sex/gender items into their questionnaires. This improvement comes along with several possibilities but also challenges for current research. In the last years, we integrated different non-binary sex/gender items into two datasets. First, we integrated a nationwide boost sample of sexual and gender minority households (Sample Q) into one of the largest longitudinal household surveys worldwide, the Socio-Economic Panel (SOEP). Second, we conducted an LGBTQI*-Community online survey (LGBielefeld) in the years 2019 and 2021 with about 7,000 respondents for each year. Based on our experiences our paper compares different approaches to measuring gender and strategies to identify gender minorities in surveys (e.g., 2-step approach to identify transgender respondents; items with varying numbers of close-ended answer categories to measure gender; an open-ended question to measure gender). Our experience with the different measures and their careful comparison will serve as a guide for survey providers and survey users when making decisions about item design or coding decisions of secondary data.

Gender differences in self-promotion on Twitter among early-career researchers: Are men more likely to disseminate their first publication and benefit more?

Xinyi Zhao[1,2], Aliakbar Akbaritabar[1], Ridhi Kashyap[2], Emilio Zagheni[1]

[1]Max Planck Institute for Demographic Research; [2]The University of Oxford

Over the past decades, social media have been widely leveraged by researchers for scholarly purposes, which can help underrepresented groups engage in the dissemination of research in a faster and easier way. Women are found to be less likely than men to promote themselves, leading to less online visibility. Whether such gender gaps are visible already within the early stages of academic career and the subsequent impacts of self-promotion are less well understood. Combining large-scale bibliometric data with social media data, we explore the gender differences in the probability to promote a first publication on social media and compare the subsequent impact of this self-promotion on longer-term career outcomes by gender. Among the 1,232,080 Scopus-published researchers from the cohort of 2012–2016, male researchers have a higher probability of self-promotion. This gender gaps are found to increase across cohort and are especially paramount in Social Sciences field. After matching the researchers who promoted first publication with those who did not by propensity score matching, male researchers are found to gain more citations. That suggests a cumulative disadvantage starting early in scientific career: men are more likely to promote their first publication, with subsequent citation impacts also being larger for men.

Global Paths to LGB(T+) Rights: The Introduction of LGB(T+) Rights in a Longitudinal Perspective

Anna Karmann, Lisa de Vries

Bielefeld University, Germany

In the last decades, the introduction of lesbian, gay, bisexual, and transgender (LGB(T+)) rights has become more common in an increasing number of countries. Simultaneously, human rights organizations note a consistent lack or deterioration of legal protection for LGB(T+) people in other parts of the world. Based on both lines of argumentation, we examine potential sequences in the introduction and timing of LGB(T+) rights to uncover different paths of LGB(T+) in- and exclusion in a cross-country comparison by using data from the ILGA on the introduction of LGB(T+) rights. Focusing on three categories of LGB(T+) rights (decriminalization of same-sex acts, protection, and recognition), we identified an ideal-typical order starting with the legalization of same-sex acts and ending with the introduction of recognition rights. Moreover, using sequence analysis we could find four different clusters. In the first cluster same-sex acts are criminalized at all time points, in the second cluster countries persist in the state of decriminalization and do not adopt other rights. The other two clusters show a high number of right adoptions and differ in the extent to which they adopt recognition rights, but also in the period when adoption started.

The Effect of Parenthood in Europe: Not more happiness, but more meaning in life

Ansgar Hudde, Marita Jacob

University of Cologne, Germany

Does having children make life better? The answer will depend on the definition of a good life. Looking at life satisfaction or at the perception that life is meaningful may bring contrasting results. Sociologists and demographers acknowledge that children may provide meaning to parents, but empirical research is centred on life satisfaction. This paper contrasts life satisfaction with meaning in life as two aspects of general evaluation of own's life. We hypothesize that (a) parenthood has a more positive effect on perceived meaning in life than on life satisfaction and that (b) the effect of parenthood on perceived meaning in life is more consistent and less context-dependent than the effect on life satisfaction. We analyse data from over 40,000 respondents of the European Social Survey using multilevel regression models. Results show that, on average, having children negatively affects women's life satisfaction. However, the effect on life satisfaction varies strongly between clusters of countries and by individual-level characteristics. On the contrary, mothers and fathers report more meaning in life than nonparents, largely irrespective of social and institutional context. This positive effect of parenthood on meaning in life may help understand why children are born, even though they lead to lower happiness.

Conference Agenda

Session

Session 5b: Migration

Time: **Wednesday, 30/Aug/2023: 1:15pm - 3:00pm**
Session Chair: **Rolf Becker**

Location: **Plenary Room S 003**

Presentations

Do other applicant characteristics mitigate hiring discrimination among immigrants? Evidence from a factorial survey experiment among employers in Switzerland

Au Yong Lyn Audrey, Ladina Rageth

ETH Zürich, Switzerland

The discrimination of immigrants in the labor market has received considerable attention in the policy and academic discourse. This discourse has produced substantial evidence that immigrants indeed face hiring discrimination. This paper contributes to the literature by shedding light on a large set of applicant characteristics that may help immigrants reduce hiring discrimination. Using data from a factorial survey experiment among employers in Switzerland, we investigate whether applicants with a foreign nationality differ from Swiss applicants in terms of their likelihood for a job interview and the recommended salary when applying for entry-level vacancies. In line with the literature, we show that immigrants applying to vacancies in the IT and admin sectors face hiring discrimination, but not those in the healthcare sector. We further provide evidence in support of general education (versus vocational education and training) as a mitigator for immigrants' discrimination. However, we find no evidence that volunteering experience or experience in the sector relevant to the vacancy mitigates hiring discrimination. Furthermore, we find a decrease in the probability of getting a job interview despite more years of work experience among immigrants, a finding that points to taste-based rather than statistical discrimination.

BODY OR MIND? HOW VISIBILITY AND LEVELS OF EDUCATION SHAPE MIGRANTS' PERCEPTIONS OF DISCRIMINATION.

Claudia Diehl[1], Sabine Trittler[2]

[1]University of Konstanz, Germany; [2]University of Goettingen

Based on new, longitudinal survey data collected among recent immigrants to Germany, we show that perceptions of being discriminated against are most pronounced among visibly distinct immigrants with high levels of education. We identify two underlying mechanisms behind this finding. On the one hand and according to the concept of "colorism", minority members who can be identified as such on the basis of visible characteristics such as a skin tone, hair structure or religious markers are perceived in a more stereotypical rather than "individuated" way. As a consequence, they are exposed to more discrimination than less visible individuals. On the other hand, incidents of unequal treatment and discrimination are often subtle and ambiguous and therefore hard to detect with certainty for its victims. Previous studies have shown that more educated individuals are more likely to interpret ambiguous incidents as discriminatory because they have higher aspirations for equal and strong sensitivities towards unequal treatment. Visibly distinct immigrants with high levels of education are thus not only exposed to comparatively high levels of discrimination, they are also more aware of it. Based on our longitudinal data we can also show that how these perceptions evolve over time reflects group specific receptions contexts.

When migrants originating from highly developed countries want to naturalize in their new home

Nils Witte[1,2], Floris Peters[3]

[1]University of Frankfurt, Germany; [2]Federal Institute for Population Research; [3]Utrecht University

Naturalization studies have exploited interregional variation of legal frameworks in Switzerland, registry information on residents and their offspring in the Netherlands, Denmark, and Sweden, and new databases of immigration and naturalization policies for comparative studies. Despite the heterogeneity of approaches and data sources these studies have at least two common features. They take destination country perspectives and they study migrants from less developed economies (or their offspring) living in more developed countries. We investigate naturalization intentions of emigrants from a highly developed economy in various destination countries. We contribute by assessing whether research findings extend to migrants who originate from rich countries. Drawing on longitudinal survey data of German emigrants living in 80 countries, we find that host country identification, political interest, and the intention to stay promote the desire to naturalize. Instead, limited visa, the intention to stay temporarily, and the requirement to renounce the German passport disincentivize naturalizations. Germans living in Switzerland are on average more inclined to naturalize than Germans living in other parts of Europe or in the Global South. These findings indicate that naturalization intentions of emigrants from developed economies are shaped by similar factors as naturalization intentions of emigrants from less developed economies.

«Turkish prisoners in the Swiss penal system: Re-socialization of Turkish prisoners after the deportation decision»

Emirhan Darcan

University of Bern, Switzerland

Foreign prisoners face unique challenges during their reintegration process, including the possibility of deportation. The decision to deport foreign prisoners can have significant implications on their psychological well-being, social support networks, and successful reintegration into society. This article aims to explore the role of deportation decision in the reintegration process of foreign prisoners, examining its impact on various aspects of their lives and identifying potential challenges and coping strategies.

Conference Agenda

Session

Session 5c: Research Designs & Methods

Time: **Wednesday, 30/Aug/2023: 1:15pm - 3:00pm**
Session Chair: **Jessica Herzing**

Location: **Seminar Room S 101**

Presentations

From ideal experiments to ideal research designs (IDRs): What they are and why we should use them more

Paul C. Bauer[1], Camille Landesvatter[2]

[1]Mannheim Centre for European Social Research, Germany; [2]Mannheim Centre for European Social Research, Germany

It is often recommended to investigate causal research questions by considering an ideal experiment. An ideal experiment describes the study a researcher would carry out if there weren't practical, ethical, or resource-related constraints (e.g., Angrist and Pischke 2008). First, we review whether and how methodologists define and advocate using ideal experiments (IEs). Second, we introduce the more general notion of ideal research designs (IRDs), discuss their components, and contrast them with actual research designs (ARDs). IRDs go beyond IEs in that they also speak to issues such as measurement errors that are rarely the focus of IEs. Third, we discuss an IRD and corresponding ARD to explain the various components of an IRD. Fourth, we introduce research design graphs (RDGs) which may be used to visualize and compare some essential components of IRDs/ARDs. Fifth, departing from our systematic account, we review applied examples of whether and how researchers have used IEs and IRDs in applied empirical research. While we find few examples, they attest to the usefulness of IRDs to benchmark actual research designs (ARDs) of previously realized or planned studies.

Is Social Research Really Not Better Than Alchemy? How Many-Analysts Studies Produce "A Hidden Universe of Uncertainty" by Not Following Meta-Analytical Standards

Katrin Auspurg, Josef Brüderl

LMU Munich, Germany

Beginning with Silberzahn and Uhlmann's (2015) seminal project, many-analysts (crowdsourcing) studies have become a popular design to examine the robustness and credibility of scientific research. We doubt that the current design of many-analysts studies is appropriate to reach valid conclusions. Our general point is that these studies tend to exaggerate the unreliability of science. In this paper, we focus on a recently published social science many-analysts study: The crowd-research initiative of Breznau, Rinke, Wuttke et al. (2022), BRW hereafter. We argue that this study also overestimated the uncertainty of social research for three reasons: 1) The BRW included at least 12 different estimands; 2) the BRW did not succeed in re-scaling effect size estimates but introduced much "dark method" by idiosyncratic transformations; and 3) BRW did not take account of estimates' precision but weighted all estimates equally. This inflated variation by very imprecise outlier or "freak" results. Our general take-away is that many-analysts projects could provide much more valid results by more strictly following guidelines for meta-analysis and causal inference.

What makes media contents credible? A survey experiment on the importance of visual layout, objective quality, and confirmation bias

Sandra Walzenbach, Thomas Hinz

Konstanz University, Germany

The emergence of social media platforms has transformed the way people consume news and information. However, as social media widely lacks control mechanisms to ensure quality, its increasing use for news consumption has raised concerns about the accuracy of the information shared on these platforms.

Using an experimental design, our research aims to better understand the underlying mechanisms of media perception. Under which circumstances do people believe in a media content? Have traditional indicators of quality lost importance? Which role does confirmation bias play: Are previous views more important than quality? How is perceived credibility linked to sharing behaviour?

To empirically assess these questions, we administered the survey experiment to a general sample in Germany and asked respondents to evaluate the credibility of different media contents related to three vividly debated topics: Covid-19, the climate crisis and the war in Ukraine. We analyse these evaluations regarding the objective quality of the content (measured by author identity and data source), its visual layout (newspaper vs tweet), and previous respondent beliefs on the respective topic to measure confirmation bias.

Conference Agenda

Session

Session 5d: Climate Change

Time: **Wednesday, 30/Aug/2023: 1:15pm - 3:00pm**　　　　　　　　*Location:* **Seminar Room S 201**
Session Chair: **Sebastian Berger**

Presentations

The 'equigenic' potential of greenery in compact cities. Green window views and residential satisfaction across social class.

<u>Tetiana Dovbischuk</u>, Stefanie Kley

Universität Hamburg, Germany

Previous studies suggest a relationship between citizens' well-being and neighborhood greenness: There are smaller differences in well-being between socioeconomic status groups in very green urban areas. We argue that the view of greenery from home is the fundamental unit of green neighborhood and analyze its relationship with residential satisfaction. Based on theories of stress reduction and well-being generation, we hypothesize that lower-class citizens benefit more from green window views than upper-class citizens. The data comes from a population survey with a random selection of 1,800 respondents in two German cities that collected extensive information on both, neighborhood greening and social background. The results show that green window views are associated with increased residential satisfaction, that they mitigate negative influences of noise pollution and room stress, and that they particularly benefit lower-class citizens. The study supports the hypothesis of an 'equigenic' potential of high levels of greenery in compact cities.

Voting Green or right-wing populist – two sides of the same coin?

<u>Clara Dilger</u>

University of Leipzig, Germany

With the emergence of the two newest party families, Green and right-wing populist (RWP) parties, the assumption rose that these parties can be considered the direct opposite of each other. The paper analyzes the impact of voter attitudes in eight western and northern European countries on voting for green and right-wing populist parties. The author argues that while RWP parties have received significant attention, Green parties are often grouped with traditional mainstream parties, despite representing the left-libertarian pole of a new cultural dimension of conflict. Using ESS10 (2020-22) data, the author tests four hypotheses regarding the attitudes of RWP and Green voters toward immigration, EU integration, gay rights, and climate change. The results indicate that there are socio-structural differences between the electorates of Green and RWP party voters, but these effects disappear mostly when controlling for attitude variables. The study finds that voting motives for Green and RWP parties are diametrically opposed when looking at attitudes toward immigration, EU integration, and climate change, but not gay rights. The study highlights the importance of attitudes rather than socio-structural differences in determining voting behavior and suggests that Green parties should be considered distinct from traditional mainstream parties.

Does knowledge increase the acceptance of CO2-taxes? Results from a randomized survey experiment

Katrin Auspurg[1], Henning Best[2], Christiane Bozoyan[1], <u>Andreas Diekmann</u>[3], Claudia Schmiedehammer[1]

[1]University of Munich; [2]TU Kaiserslautern; [3]University of Leipzig

In a survey experiment we asked the question about the acceptance of the CO2 tax with two different question frames: A control group without information about the redistribution and a treatment group with information about the redistribution. The survey was conducted in two federal states based on samples from municipal registers. Approximately 750 interviews were realized. We used a mixed mode, i.e. respondents filled in a CAWI- or PAPI interview.

Does knowledge lead to higher acceptance? This is only the case to a very small extent. However, an interaction effect might play a role. Exploratory analyses suggest that for individuals who are very concerned about energy prices, acceptance increases in the knowledge condition. One conclusion can already be drawn from the analyses: Knowledge alone does not help to give greater acceptance to CO2 reduction measures.

Vegetarians in Germany: Prevalence estimates, social profile, dynamic features, and short-term health effects

<u>Jörg Hartmann</u>[1], <u>Peter Preisendörfer</u>[2]

[1]Universität Leipzig, Germany; [2]Johannes Gutenberg-Universität Mainz

Using data from the German Socio-Economic Panel, this article examines (1) the prevalence of vegetarians in Germany, (2) their demographic and social profile, and (3) dynamic features and short-term health effects of a vegetarian diet. As in many other Western countries, the prevalence of vegetarians and vegans in Germany is on an upward trend. In the period 2016-2020, about 7 percent of the Germans declared themselves as vegetarians (including vegans). The probability of being a vegetarian is higher among women, younger people, the better educated, those living in single households, residents of urban areas, and those who support the green political party. We observe considerable temporal stability of individual dietary patterns – mainly due to a dominant group of continuous non-vegetarians (almost 90 percent). We also test a special variant of the health-benefit hypothesis of a vegetarian diet. We find no support of this hypothesis when looking at short-term health effects and referring to individuals' overall assessment of their personal health.

Conference Agenda

Panel Discussion: Methods Training in Sociology Study Programs, Best Poster Award, and closing remarks

Time: **Wednesday, 30/Aug/2023: 3:30pm - 5:30pm**   *Location:* **Plenary Room S 003**

Session Abstract

3:30pm - 5:00pm: Panel Discussion on Methods Training in Sociology Study Programs

All undergraduate and graduate study programs in sociology require adequate methodological and statistical training. The panel discussion will reflect on the way in which we react in our teaching to the manifold recent changes and developments. Such challenges include the availability of new types of data and techniques of analyses (such as unstructured data or machine learning). How do these trends affect the basic university training in the social sciences? How does sociology programs integrate modules on data science or vice versa? Based on a brief presentation of "best practice" programs, the hybrid panel will highlight important components of methods and statistics courses. The AS plans to come up with general recommendations for universities to restructure their course programs.

Panelists: Elizabeth Bruch (University of Michigan), David Garcia (University of Konstanz), Anna-Carolina Haensch (LMU Munich), Ben Jann (University of Bern)

Organization: Thomas Hinz (University of Konstanz, AS board member)

5:00pm - 5:30pm: Best Poster Award and closing remarks