Declining Significance of Race?

(Sakamoto et al., 2000)

- Have the effects of race on earnings decreased?

“Progressive” shift (Wilson, 1978)

- Industrial stage (late 19th century to WWII) → Civil rights era (1960s & 1970s)
  - Racial Inequality → Class Inequality
- Increased importance of economic class position
  - “Relative” decline in the importance of race as the determinant of resources crucial for life chances and survival
  - Split labor-market theory
  - More meritocratic labor market practices
  - Increased importance of education

Racial earnings inequality among men, 1950 vs. 1990

- Mixed results for African American men
  - Decreased? (Farley, 1984; Smith and Welch, 1989)
  - Increased? (Cancio and Evans, 1996)
- Other minorities?
  - Japanese: surpassed whites (Hirschman and Wong, 1984)
  - Native American: not significantly different (Sandefur and Scott, 1983)
  - Hispanic: varies greatly by nativity and ethnicity (Jones and Kelley, 1984)
- Cognitive ability? (Farkas and Vicknair, 1996)
  - National Longitudinal Survey of Youth (NLSY)
  - Controlling for cognitive skills, racial wage gap disappears among “young men”

Assessing racial earnings gap: Overcontrolled vs. undercontrolled

- Overcontrolled: controlling for occupation & industry
- Undercontrolled: target population being too broad (ex. white vs. minorities)
Data & analysis

- 1950 vs. 1990 Public Use Microdata Samples (PUMS)
  - Native-born men, 25-64 of age in the labor market
- Models: on weekly wage for 1950 & hourly wage for 1990
  1. Regression on wages
     - Net of education, age/experience, metropolitan area, region, military service
  2. Adjusted mean log-wage
     - Application of coefficients from regression analysis of whites to minorities
     - Difference in wages vs. whites with all else being equal

Results

- Reduced effects of race
- Increased importance of education
- Cognitive ability?
  - Remaining effects of cognitive ability net of covariates mentioned above?

Racial Earnings Gap among College Educated

(Kim, 2015)

- Where do we draw new color lines among college educated men?

New (economic) color lines?

- Alternatives to traditional white-black divide
  - Binary
    * White - nonwhite
      (Lee and Bean, 2007a)
    * Black - nonblack
      (Gans, 1999; Lee and Bean, 2007a,b)
  - Triracial & blurred
    * White - honorary white - black
      (Bonilla-Silva, 2009)
    * Blurred color lines
      (Alba, 2009)
SOC 760 Social Inequality in the United States
Week 13: Race
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Data & analysis

• 2003 National Survey of College Graduates (NSCG)
  – Annual earnings of college educated men, 25-64 of age in the labor market
  – Single-race identified individuals
  – Nativity and place of education (Zeng and Xie, 2004; Kim and Sakamoto, 2010)
    * Native born
    * 1.5 generation: since high school
    * 1.25 generation: final schooling in US
    * 1st generation: all schooling overseas

• Hypotheses
  1. Native born whites vs. others
  2. Native born blacks vs. others
  3. Whites vs. others with the same migration status
  4. Blacks vs. others with the same migration status

Results

• Color lines
  – Native born: White vs. nonwhite → Binary, White - nonwhite
  – 1.5 generation: Black vs. others → Binary, Black - nonblack
  – 1.25 generation: White & Hispanic vs. Asian vs. Black → Triracial
  – 1st generation: White vs. Asian vs. Black & Hispanic → Triracial

• Effects of education & field of study
  – Disadvantage smaller for STEM & larger for business majors

• Job allocation
  – only a small part of the earnings disadvantage of racial/ethnic minorities

Are College-Educated Asian American Men Disadvantaged?

(Kim and Sakamoto, 2010)

• Do college-educated Asian American men face a systematic earnings disadvantage due to racial discrimination in the labor market net of pre-labor market characteristics?
What about Asian American labor market outcome?

- Asian American as a minority
  - Racialized hierarchy view (Bonilla-Silva and Glover, 2004)
    * “a hierarchical racial order continues to shape all aspects of American life”
  - Model minority myth (Sakamoto et al., 2009; Zhou and Lee, 2004)
    * application of racialized hierarchy view to Asian Americans
  - Demographic heterogeneity (Ko and Clogg, 1989; Sakamoto et al., 2000; Sakamoto and Kim, 2003; Xie and Goyette, 2003; Zeng and Xie, 2004)
    * accounting for heterogeneity in class resources and associated demographic characteristics, Asian Americans do not encounter a substantial net racial penalty in the contemporary labor market
  - (Segmented) assimilation (Zhou, 1997)
    * selective retention of traditional values and customs

- Educational attainment and labor market outcome
  - Level of education
  - Field of study

Data & analysis

- 2003 National Survey of College Graduates (NSCG)
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  - Nativity and place of education (Zeng and Xie, 2004; Kim and Sakamoto, 2010)
    * Native born
    * 1.5 generation: since high school
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    * 1st generation: all schooling overseas

Results

- Asian American men who earned their highest degree in U.S. do not face a systematic earnings disadvantage

- However,
  1. Net disadvantage of 1.25 generation Asian American men remains
  2. Advantage of 1.5 generation Asian American men is fully explained by region, field of study and college type
3. Native born Asian American men are disadvantaged by 8% net of region, field of study and college type
   - Notable progress has been made

**What About Less Educated Asian Men?**

(Kim and Sakamoto, 2014)

- What happens to Asian Americans who fail to uphold the image of “model minority” in the labor market?

“Model minority image” as a “Destructive myth”

- Model minority myth effect
  - Net earnings penalty reflecting racially discriminatory processes that require higher standards from Asian Americans

- Negative selection
  - Assuming that Asian Americans are unlikely to have innately greater potential for higher cognitive skills than whites, Asian Americans may be negatively selected in terms of cognitive skills for any given higher level of educational attainment

**Data & results**

- 2010 Integrated Public Use Microdata Series (IPUMS)
  - Annual earnings of men, 25-64 of age in the labor market
  - Native-born, single-race identified individuals
  - Quantile regression

- Results
  - Model minority myth effect supported
  - Racial earnings (dis)advantage varies depending on where in the earnings distribution we are looking at

**What Now?**

- Did the racial earnings gap decrease at all levels of income?
- Will educational expansion reduce racial earnings gap?
- How can we compare women’s labor market outcome across race groups?
References


