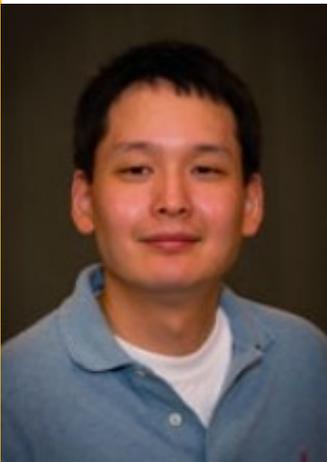


**Social Origins, Academic Strength of School Curriculum and Access to Selective Higher Education Institutions: Evidence from Scotland and the US**



Monday, March 27, 2017  
2:00 - 3:30 pm  
W113 Seashore Hall

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This study analyses the role that different components of the academic strength of the secondary-school curriculum (i.e. number, subjects and grades of advanced academic courses) play in explaining social-origin differences in access to prestigious universities (but also to other higher education institutions) in Scotland and the US. A central aim of the study is to investigate whether the mechanism behind the studied patterns of inequality differs depending on the characteristics of each educational system. Our results show pronounced social-class gaps in entering top HE institutions in both Scotland and the US. Academic curriculum plays an important role in explaining these social class differences in both countries. However, while in Scotland type of subjects taken at an advanced level is the strongest mediator for the identified social class differences, in the US, number of advanced subjects is the strongest. Moreover, taking into account the three academic components combined entirely explains the social class differences in Scotland. Considerable inequalities which are not explained by the strength of academic curriculum remain in the US.

This talk is part of the **Inequality Seminar** which is a seminar and speaker series that provides a forum on campus for faculty and graduate students who are interested in inequality broadly defined. It is an opportunity for faculty and graduate students to present their research and to hear about other inequality-related work from researchers on the off-campus. These talks are free and open to the public. For more information about the Inequality Seminar, contact Professor Sarah Bruch at [sarah-bruch@uiowa.edu](mailto:sarah-bruch@uiowa.edu).

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