

ECO352H1 – The Economics of Inequality

Fall 2020

University of Toronto
Max Gluskin House
c.vaneffenterre@utoronto.ca

Prof. Clémentine Van Effenterre
150 St. George Street, Office 329
416-946-3859

Section L0101

Lectures Monday, 2.00 - 4:00¹
Tutorials Friday 10:00 - 12:00

Section L0201

Lectures Monday, 10.00 - 12:00¹
Tutorials Friday 10:00 - 12:00

This version of syllabus: September 13, 2020

DESCRIPTION

Overview

Has global inequality increased or decreased? How do we measure inequality between countries, within countries, and between individuals? In most developed countries, economic inequality has risen to historic levels in recent decades, becoming one of the most pressing issues in the political debate and a key topic in economics. However, its analysis remains complex and multifaceted. In this course, we will use tools developed in economic theory and the most up-to-date empirical technics to (i) investigate and unfold the long term historical evolutions of economic inequality as well as recent trends, (ii) evaluate possible interventions and policies targeting inequalities. In this second part, we will look at the potential causes of the recent increase in economic inequality, and how they are affected by policy. We will focus on the role of traditional market forces (globalization, technological change) as well as the role of institutions (erosion of the minimum wage, role of unions). Finally, we will focus on labor income inequality, looking deeply into the role of race and gender in shaping disparities between individuals within countries. The entire course will cover various econometric methods which have been used in the most recent literature, giving the students a working knowledge of theories, empirical strategies, and policy solutions.

Learning Objectives

The primary objective of the course is to introduce students to the main theories and empirical methods used by economists to understand the scope and evolution of global inequality.

1. Gain an understanding of how inequality varies across countries and evolves over the path of development;
2. Gain an understanding of the theories that can explain the degree of economic inequalities and its dynamic, as well as the underlying debates in economic thought pertaining to inequality;
3. Develop a critical approach of the data and methods used to measure inequality;
4. Learn how to use primary sources of individual and aggregate data and extract key statistics;
5. Learn to apply econometric/statistical methods to describe, summarize, and estimate relationships between key labour market variables. This includes a critical understanding of the limits to attributing causality between these variables;
6. Communicate effectively, especially in written work.

The course is designed to support these learning outcomes, with a blended focus on basic modelling, “hands on” experience working with data, and opportunities to develop writing skills.

Prerequisites

Students must have the following prerequisites, as listed in the Calendar to take this course:

- *Intermediate Microeconomics*: (ECO200Y/ECO204Y/ECO206Y);
- *Intermediate Statistics*: (ECO220Y/ECO227Y/ (STA220H1, STA255H1)/ (STA237H1, STA238H1)/ (STA257H1, STA261H1);
- See: <https://fas.calendar.utoronto.ca/course/ECO352H1>

The Department of Economics checks prerequisites in all courses, and students who do not have them will be removed from the course.

¹Please make sure to read the section on “First Lecture”.

Technological Requirements

The course requires that you have regular access to a computer/tablet with a webcam and mic. You will need a decent internet connection to participate in the online weekly discussions.

Software

The use of **Stata** (a common statistical package) is required for the assignments. This is a very standard statistical software used by the majority of economists. You can purchase a six-month license for **Stata** (approx. \$CAD 65), available at:

- <https://www.stata.com/order/new/edu/gradplans/student-pricing/>

Please contact your TAs if you are facing difficulties acquiring it. No prior knowledge of **Stata** is required for this class. We will provide assistance and learning opportunities in tutorials. There are also many excellent online resources that you could familiarize yourself with, including:

- A tutorial from Patrick Blanchenay: <https://www.economics.utoronto.ca/blanchenay/>
- A tutorial from Princeton University: <https://data.princeton.edu/stata>
- <https://www.stata.com/links/resources-for-learning-stata/>

COURSE DESIGN

The class is articulated between asynchronous online activities (content that you can watch/listen to in a flexible way) and synchronous online activities (weekly class discussions and TA-led tutorials). All lecture times, tutorial times, exam times, deadlines, etc. are stated in local Toronto time. Please note that Toronto adheres to Eastern Daylight Time until Sunday, November 1, 2020, 2:00 am, followed by Eastern Standard Time until Sunday, March 14, 2021, 2:00 am, followed again by Eastern Daylight Time. It is your responsibility to correctly convert local Toronto time to your time zone: we will not accept confusion about deadlines as an excuse for lateness or missed tests/work.

I. ASYNCHRONOUS ACTIVITIES

The class content will be provided via recorded lectures, podcast episodes and compulsory readings.

1. Recorded Lectures

I will post the recorded lectures on Quercus the week before class on Quercus. Recorded lectures will be videos that are typically less than an hour long (probably around 40 minutes). **I will dedicate one hour of the lecture time (the first hour) for you to watch them.**

- **ECO352H1S, section L0101**
 - Monday, 2.00-3:00¹
- **ECO352H1S, section L0201**
 - Monday, 10.00-11:00¹

2. Podcast

INEQUALITY TALKS

- The course also builds upon episodes of **InequalityTalks**, a podcast I created to present accessible research done by young economists on inequality.
- The podcast is free access here: <https://inequalitalks.fireside.fm/> and on Apple Podcast, Spotify, and most podcast apps.

- Several episodes will be assigned and will supplement the weekly readings. They will also serve as basis for discussion during the Class Meetings.
- Part of my goal in recording this series is to demystify economics and to present some of the tools that economists use in their research. So, in every episode, there will be a sequence called la “**minute technique**”, where researchers will explain one technical aspect of their work in one minute.
- These sequences are therefore part of the preparation to the final exam.

3. Required Readings

There is no textbook that covers all the material that we will see in class, so to succeed in this course it is essential to watch all the recorded lectures and to participate to the synchronous activities (see below). Lecture notes will be posted on Quercus, but these notes are not comprehensive. The list of references at the end of the syllabus is not a compulsory reading list but some of these articles will be assigned throughout the course. Additional optional references are also specified for each week, with links through Quercus.

II. SYNCHRONOUS ACTIVITIES

Regular meetings are scheduled for:

- **ECO352H1S, section L0101**
 - Required Weekly Online Discussions: Monday, 3.10-4:00¹
 - TA-led Tutorials: Friday 10:10-12:00
- **ECO352H1S, section L0201**
 - Required Weekly Online Discussions: Monday, 11.10-12:00¹
 - TA-led Tutorials: Friday 10:10-12:00

1. Required Weekly Online Discussions

Weekly Discussions will take place synchronously on Zoom during the second hour of the “lecture time”. **These discussions are compulsory.** I will post a recurring Zoom link on Quercus. You are asked to turn on your camera.² In each meeting, you will submit a quick written assignment on the lecture’s content (see the Student Assessment section). In many, it will be at the beginning of the session. We will then use breakout rooms and you will be automatically assigned to a group. Each group will be asked to perform a specific task or to lead a discussion based on the course content and the readings/podcast of the week. In your breakout groups, you will determine a time-keeper and someone in charge of presenting the group contribution. You are expected to engage with one another with respect and trust, to be attentive and to take notes during discussions. We will finish with a Q&A session where you will be able to type questions in the chat.

2. TA-led Tutorials

TA-led Tutorials will take place synchronously on Zoom. I will post a recurring Zoom link on Quercus. The slot will be used for a variety of purposes, including reviewing problem set questions, *Stata* tutorials, and workshops in support of the term paper. Details will be provided on Quercus. The tutorials will be led by your teaching assistants.

Reyam Alkobaisi reyam.alkobaisi@mail.utoronto.ca

Alexander Hempel alex.hempel@mail.utoronto.ca

3. First Lecture

The first lecture will **exceptionally** take place on **Friday, September 11th, 2020** from **10:00-12:00** and will replace the usual tutorial hours. There won’t be tutorial hours prior to this lecture. The next lecture will take place according to the regular schedule on **Monday, September 14rd, 2020**.

²You will have to request special exemptions by email prior to the meeting.

COURSE POLICY

Email

The use of email should be restricted to private matters, or to notify problems (e.g. broken links, typos, etc.). I will answer questions related to course materials in person during lectures or office hours.

- First, ask your **Teaching Assistants**:

Reyam Alkobaisi reyam.alkobaisi@mail.utoronto.ca

Alexander Hempel alex.hempel@mail.utoronto.ca

- For e-mails asking for a reply, if I can answer briefly (e.g., requiring a one-sentence reply), then I will reply within two business days (except on weekends). If a response requires more detail, then class, tutorial, or office hours are the more appropriate forum;
- Use the Quercus “Inbox” functionality to contact instead of regular email.
- Always identify yourself in your email. The email must have your name and student number.
- I will not respond to emails that request information that can be found on Quercus or the syllabus.
- Please also note that it is not appropriate to request marks, or the solutions to problem sets or midterm questions by email.

Office Hours

The Q&A session during the Monday weekly discussions will serve as office hours. The Friday tutorials will also offer the opportunity to ask questions.

Quercus

Announcements, tutorial problems, term paper materials, outlines of lectures, answers to in-class tests, and other course materials will be posted on Quercus.

STUDENT ASSESSMENT

Student grades are based on the following assessments:

Assessment	Date	Weight
Weekly Short Written Assignment	Every Monday Lecture	10%
Class Participation	Every Monday Lecture	5%
Empirical Exercise	Monday, October 12th	25%
Term Paper	Monday, November 23rd	25%
Final Exam	Final Assessment Period	35%

Assignments will be posted on Quercus and students will also submit their work on Quercus.

Short Written Assignment

The class participation grade is based on the submission of very short written assignments (“quizz”) on Quercus during the Monday discussion time, each week during the course.

- I will collect questions each week;
- Questions will be graded very coarsely (pass - one point / fail - zero point); zero points will be awarded to students who do not hand in a paper in class (no other way of submitting papers is accepted);
- The TEN best scores for a student will count. This accommodates for students unable to attend a lecture.

Empirical exercise

This empirical assignment consists in replicating an empirical analysis pertaining to the issue of economic inequality using **Stata**. You will be asked to submit your codes ("do-files") in the `.do` format, as well as the formatted tables and figures of the replication exercise with interpretations in a separate `.pdf` document. Students are allowed to work on this exercise in groups, but each student should submit her own code and her own written analysis. Please refer to the Academic integrity section. Details of the required analysis and the dataset will be provided during the first in the course.

Term Paper

Details of the Term Paper assignment will be provided later in the course. At this point, however, I can provide a sketch of the nature of the assignment, as well as the associated deadlines and ground rules. You would be expected to perform a simple empirical analysis on **Stata** and a technical summary of an assigned papers. Details of the required analysis and the dataset will be provided during the first in the course.

Final Examination

The final exam will be held in the Faculty of Arts & Science Final Assessment Period, and covers the entire course. If you miss the final exam you are governed by the Faculty's rules for missing final examinations.

Problem Sets

In order to be prepared to both the midterm and the final exam, it is important to do practice problems. To help with this, we will assign regular problem sets. Solutions to the problems will not be made available, except in tutorials, nor will the problem sets be graded. The objective is to provide tangible "homework" (including practice with **Stata**) to help guide your own learning, especially in support of the Term Paper and Final Exam.

Code of Conduct in an online environment

- Adhere to the same standards as you would in the classroom. For example, respect your peers. Use proper and respectful language and refrain from any insults, threats or bad jokes. Give other students the opportunity to join in the discussion and present their ideas. Be forgiving of mistakes. Do not point out insignificant errors of other students in front of the whole class. Challenge the idea and not the student directly. Remember the purpose of a discussion is to increase your knowledge base.
- When you have to ask a question, please use the chat function to que your answer. Before you send messages through the chat function, please re-read your response or question carefully and check for errors. It is okay to make minor errors so long as you are understood. Be mindful of internet language, e.g. the interpretation of all cap letters is that you are shouting.
- If someone posts information that you think may have been posted accidentally, let them know about it privately. Do not spread the accidental post to your peers. Remember we all make mistakes.

Academic integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters³ outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

- In papers and assignments:
 - Using someone else's ideas or words without appropriate acknowledgement. This includes verbatim copying of any lecture notes distributed by the instructor.
 - Submitting your own work in more than one course without the permission of the instructor.
 - Making up sources or facts.

³<https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-december-13-2019>

-
- Obtaining or providing unauthorized assistance on any assignment, including from paid or non-paid tutors.
 - On tests and exams:
 - Using or possessing unauthorized aids.
 - Communicating with someone else during an exam or test.
 - Misrepresenting your identity.
 - In academic work:
 - Falsifying institutional documents or grades.
 - Falsifying or altering any documentation required by the University, including (but not limited to) doctor’s notes

Please have a look at these sections on Perils and Pitfalls

<https://www.academicintegrity.utoronto.ca/perils-and-pitfalls/>

and Smart Strategies <https://www.academicintegrity.utoronto.ca/smart-strategies/>. Also, see the U of T writing support website at <https://writing.utoronto.ca/>. The term paper must be submitted for review through Turnitin (integrated with Quercus).

University disclaimer concerning Turnitin: “Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.”

Accommodations for Religious Observances

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Ongoing Learning Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/newregistration>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS. Students cannot petition to re-write a quiz/test once the test has begun. If you are feeling ill, please do not start the online or in-class test, seek medical attention immediately, and the policy on Missed Term Work will apply.

Missed Term Work

You are expected to complete all required work as scheduled in the Student Assessment section. You do not need to provide medical documentation or reasons for missing synchronous activities: the accommodation for missed weekly online discussions is accounted for entirely by the requirement of only ten written tests. Accommodations for missing more than 2 lectures are extremely limited: (A) an ongoing and substantial injury, illness, or personal/family problem seriously affecting the student’s ability to complete term work across all courses over an extended period of time, where the student’s College Registrar⁴ writes to each

⁴For ongoing injury, illness, or personal/family problems you must contact your College Registrar <http://studentlife.utoronto.ca/hello/people> immediately.

professor after reviewing the documentation and meeting with the student; or (B) more than one conflict not related to injury, illness or personal/family problems where I am contacted by the student very far in advance. In these limited situations, I will consider whether accommodations can still meet all course requirements or whether the student must be advised to drop the course and retake it when able to complete the required work. Regarding assignments, a student who misses an assignment deadline should come forward to me in the course as soon as possible, and no later than one week after the due date, or should notify to me by email if the absence is extended beyond one week. The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation if you are experiencing COVID-19 symptoms. However, this policy may change at any point during the course. If you missed your test for a reason connected to your registered disability, the department will accept documentation supplied by Accessibility Services. If you visited a Dentist, Nurse/Nurse Practitioner, Physician/Surgeon, Psychologist, Psychotherapist or Social Worker registered and licensed in the Province of Ontario, have them fill out the University's Verification of Student Illness or Injury form. In other cases, a Verification of Extenuating Circumstances form is acceptable. Other documentation can include, but is not limited to, automobile collision or police reports, death certificates, and supporting documentation from employers, lawyers and other related personnel.

Late Penalties

Assignments (empirical exercise and term papers) are due by the beginning of class (on Monday October 12th and on Monday November 23rd respectively). In the absence of medical documentation, a late penalty of 5 percentage points per calendar day will be applied, starting with the deadline of the assignment. As stated above, a student who misses an assignment deadline should come forward to me in the course as soon as possible, and no later than one week after returning to class, or should notify to me by email if the absence is extended beyond one week.

Appeal Procedure

If after receiving your graded term paper assignment you believe that there is an error in grading, the following procedure will apply:

- Your request must be in writing, with a detailed explanation. With direct reference to your paper and the grading rubric, you must explain why your score should be higher.
- Appeals must be submitted via MS Form to me no later than two weeks after the grades are released. The specific deadline will be announced on the portal when the assignments are graded.
- The entire paper will be re-graded. Thus, it is possible to lose points as well as to gain points through re-grading.

Mental Health and Well-Being

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress. There are many helpful resources available through your College Registrar or through Student Life (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feeling-distressed>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

COURSE CONTENT

PART I

WEEK 1: INTRODUCTION SEPT 11

Readings:

- “COVID-19 Thrives on Inequality”, Chema Vera, Project Syndicate, April 2020
- (Optional) InequaliTalks Episode 1 with Michael Stepner.

WEEK 2: NORMATIVE APPROACHES OF INEQUALITY SEPT 14

Readings:

- “The difference principle”, Rawls (2009)

WEEK 3: MEASURING ECONOMIC INEQUALITY: HISTORICAL EVOLUTION AND RECENT TRENDS SEPT 21

Readings:

- InequaliTalks Episode 3 with Lydia Assouad
- (Optional) Atkinson, Piketty and Saez (2011)

WEEK 4: CORE CONCEPTS: INCOME AND CAPITAL SEPT 28

Readings:

- Piketty and Zucman (2014)

WEEK 5: TRENDS IN INEQUALITY BETWEEN COUNTRIES OCT 5

Readings:

- InequaliTalks Episode 5 with Yajna Govind

THANKSGIVING - NO CLASS, EMPIRICAL EXERCISE DUE OCT 12

WEEK 6: GLOBAL INCOME INEQUALITY DYNAMICS OCT 19

Readings:

- Alvaredo et al. (2018*a*)

PART II

WEEK 7: EDUCATION AND THE COLLEGE WAGE PREMIUM OCT 26

Readings:

- InequaliTalks Episode 6 with Kadeem Noray

WEEK 8: THE ROLE OF TECHNOLOGY AND AUTOMATION Nov 2

Readings:

- Autor (2019)
- (Optional) Autor et al. (2020)

READING WEEK, NO CLASS	Nov 9
WEEK 9: GLOBALIZATION AND INEQUALITY	Nov 16
Readings:	
<ul style="list-style-type: none"> • Autor, Dorn and Hanson (2013) • (Optional) InequalityTalks Episode 2 with Alessandro Sforza 	
WEEK 10: THE ROLE OF MINIMUM WAGE, MARKET POWER, AND UNIONS - TERM PAPER DUE	NOV 23
Readings:	
<ul style="list-style-type: none"> • Naidu and Yuchtman (2016) • (Optional) Farber et al. (2018) 	
WEEK 11: GENDER INEQUALITY	Nov 30
Readings:	
<ul style="list-style-type: none"> • Bertrand (2018) • InequalityTalks Episode 8 with Heather Sarsons 	
WEEK 12: RACIAL INEQUALITY	DEC 7
Readings:	
<ul style="list-style-type: none"> • InequalityTalks Episode 9 with Claire Montialoux • (Optional) Charles and Guryan (2011) 	

REFERENCES

- Alesina, Alberto, Armando Miano, and Stefanie Stantcheva.** 2018. "Immigration and redistribution." National Bureau of Economic Research.
- Alesina, Alberto, Stefanie Stantcheva, and Edoardo Teso.** 2018. "Intergenerational mobility and preferences for redistribution." *American Economic Review*, 108(2): 521–54.
- Alstadsæter, Annette, Niels Johannesen, and Gabriel Zucman.** 2019. "Tax evasion and inequality." *American Economic Review*, 109(6): 2073–2103.
- Alvaredo, Facundo, Anthony B Atkinson, Thomas Piketty, and Emmanuel Saez.** 2013. "The top 1 percent in international and historical perspective." *Journal of Economic perspectives*, 27(3): 3–20.
- Alvaredo, Facundo, Lucas Chancel, Thomas Piketty, Emmanuel Saez, and Gabriel Zucman.** 2018a. "The Elephant Curve of Global Inequality and Growth." *AEA Papers and Proceedings*, 108: 103–08.
- Alvaredo, Facundo, Lucas Chancel, Thomas Piketty, Emmanuel Saez, and Gabriel Zucman.** 2018b. *World inequality report 2018*. Belknap Press.
- Atkinson, Anthony B, and François Bourguignon.** 2014. *Handbook of income distribution*. Vol. 2, Elsevier.
- Atkinson, Anthony B, Thomas Piketty, and Emmanuel Saez.** 2011. "Top incomes in the long run of history." *Journal of economic literature*, 49(1): pp. 3–71.
- Autor, David, David Dorn, Lawrence F Katz, Christina Patterson, and John Van Reenen.** 2020. "The fall of the labor share and the rise of superstar firms." *The Quarterly Journal of Economics*, 135(2): 645–709.
- Autor, David H.** 2019. "Work of the Past, Work of the Future." *AEA Papers and Proceedings*, 109: 1–32.
- Autor, David H., David Dorn, and Gordon H. Hanson.** 2013. "The Geography of Trade and Technology Shocks in the United States." *American Economic Review*, 103(3): 220–25.
- Bertrand, Marianne.** 2018. "Coase Lecture—The Glass Ceiling." *Economica*, 85(338): pp. 205–231.
- Bertrand, Marianne, and Sendhil Mullainathan.** 2004. "Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination." *American economic review*, 94(4): pp. 991–1013.
- Bertrand, Marianne, Claudia Goldin, and Lawrence F Katz.** 2010. "Dynamics of the gender gap for young professionals in the financial and corporate sectors." *American Economic Journal: Applied Economics*, 2(3): pp. 228–55.
- Black, Sandra E., and Paul J. Devereux.** 2011. "Recent Developments in Intergenerational Mobility." In *Handbook of labor economics*. Vol. 4, pp. 1–92. Elsevier.
- Boustan, Leah Platt.** 2009. "Competition in the promised land: Black migration and racial wage convergence in the North, 1940–1970." *Journal of Economic History*, 69(3): pp. 755–782.
- Card, David.** 2009. "Immigration and inequality." *American Economic Review*, 99(2): pp. 1–21.
- Card, David, Ana Rute Cardoso, Joerg Heining, and Patrick Kline.** 2018. "Firms and labor market inequality: Evidence and some theory." *Journal of Labor Economics*, 36(S1): pp. S13–S70.
- Charles, Kerwin Kofi, and Jonathan Guryan.** 2011. "Studying discrimination: Fundamental challenges and recent progress." *Annu. Rev. Econ.*, 3(1): 479–511.
- Chetty, Raj, Nathaniel Hendren, Patrick Kline, and Emmanuel Saez.** 2014. "Where is the land of opportunity? The geography of intergenerational mobility in the United States." *The Quarterly Journal of Economics*, 129(4): pp. 1553–1623.
- Davies, James B, Nicole M Fortin, and Thomas Lemieux.** 2017. "Wealth inequality: Theory, measurement and decomposition." *Canadian Journal of Economics/Revue canadienne d'économique*, 50(5): pp. 1224–1261.

-
- Farber, Henry S, Daniel Herbst, Ilyana Kuziemko, and Suresh Naidu.** 2018. "Unions and inequality over the twentieth century: New evidence from survey data." National Bureau of Economic Research.
- Feir, Donna.** 2013. "Size, structure, and change: Exploring the sources of Aboriginal earnings gaps in 1995 and 2005." *Canadian Public Policy*, 39(2): pp. 309–334.
- Fortin, Nicole M, and Thomas Lemieux.** 1997. "Institutional changes and rising wage inequality: is there a linkage?" *Journal of Economic Perspectives*, 11(2): pp. 75–96.
- Fortin, Nicole M, and Thomas Lemieux.** 2015. "Changes in wage inequality in Canada: An interprovincial perspective." *Canadian Journal of Economics/Revue canadienne d'économique*, 48(2): pp. 682–713.
- Fortin, Nicole, Thomas Lemieux, and Sergio Firpo.** 2011. "Decomposition methods in economics." In *Handbook of labor economics*. Vol. 4, pp. 1–102. Elsevier.
- Goldin, Claudia.** 2006. "The quiet revolution that transformed women's employment, education, and family." *American economic review*, 96(2): pp. 1–21.
- Goldin, Claudia.** 2014. "A grand gender convergence: Its last chapter." *American Economic Review*, 104(4): 1091–1119.
- Kuziemko, Ilyana, Michael Norton, Emmanuel Saez, and Stefanie Stantcheva.** 2015. "How Elastic are Preferences for Redistribution? Evidence from Randomized Survey Experiments." *American Economic Review*, 105(4): pp. 1478–1508.
- Lemieux, Thomas, and W Craig Riddell.** 2015. "Top incomes in Canada: Evidence from the Census." National Bureau of Economic Research.
- Milanovic, Branko.** 2011. *Worlds apart: Measuring international and global inequality*. Princeton University Press.
- Naidu, Suresh, and Noam Yuchtman.** 2016. "Labor market institutions in the gilded age of American economic history." National Bureau of Economic Research.
- Piketty, Thomas.** 2015. "About capital in the twenty-first century." *American Economic Review*, 105(5): pp. 48–53.
- Piketty, Thomas, and Gabriel Zucman.** 2014. "Capital is back: Wealth-income ratios in rich countries 1700–2010." *Quarterly Journal of Economics*, 129(3): pp. 1255–1310.
- Piketty, Thomas, Emmanuel Saez, and Gabriel Zucman.** 2017. "Distributional national accounts: methods and estimates for the United States." *Quarterly Journal of Economics*, 133(2): pp. 553–609.
- Rawls, John.** 2009. *A theory of justice*. Harvard university press.
- Saez, Emmanuel, and Gabriel Zucman.** 2016. "Wealth inequality in the United States since 1913: Evidence from capitalized income tax data." *Quarterly Journal of Economics*, 131(2): pp. 519–578.
- Saez, Emmanuel, and Michael R Veall.** 2005. "The evolution of high incomes in Northern America: lessons from Canadian evidence." *American Economic Review*, 95(3): pp. 831–849.
- Veall, Michael R.** 2012. "Top income shares in Canada: recent trends and policy implications." *Canadian Journal of Economics/Revue canadienne d'économique*, 45(4): pp. 1247–1272.

RESSOURCES

Online tools:

- Our world in data <https://ourworldindata.org/>
- Mapping inequality <https://dsl.richmond.edu/panorama/redlining/#loc=5/36.8/-95.249>
- World Inequality Data Base <https://wid.world/>
- World Bank Open Data <https://data.worldbank.org/>