



**The European Social Survey  
Round 9 Question Module Design Teams (QDT)  
Stage 2 Application**

**Applications MUST be submitted by 5pm (UK time) on Monday 30<sup>th</sup> May 2016**  
Applications should be emailed to [ess@city.ac.uk](mailto:ess@city.ac.uk)

<b>Is this application for a new or a repeat module?</b>	
New module <input checked="" type="checkbox"/>	Repeat module <input type="checkbox"/>

**Proposed title for the Module**

Justice and Fairness in Europe: Coping with Growing Inequalities and Heterogeneities
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**Abstract (max 250 words)**

Over the last few decades, European societies have witnessed unprecedented increases in social inequalities. European welfare models, faced with more flexible labor markets, more open trade, skill-biased technological changes, and major socioeconomic structural changes, have been unable to prevent such increases. These structural developments challenge not only the established strategies for resolving distributional conflicts and the normative conceptions used to justify the distribution of goods and burdens in a society, they also affect the acceptance of political and societal institutions and European societies' prosperity and capacity for innovation. The model proposed in the article was developed by an interdisciplinary team consisting of senior scholars and of young researchers who have expertise in empirical justice research and comparative survey methods. Conceptually, the module is premised on the traditional distinction of four dimensions of politics: *what* outcomes are allocated or distributed unequally, such as income, wealth, and educational degrees (distributive justice); *how* are they allocated (procedural justice); *who* is part of the solidary community and can make claims (scope of justice); and *when* do costs and benefits of redistribution have an impact on a society (intergenerational justice)? In each of these areas people have perceptions, normative expectations, and evaluations of "what is." In providing comparative attitudinal data on these issues, the module covers four major political challenges of European societies: coping with increasing economic and educational inequalities; building widely accepted political and societal institutions; integrating migrants into existing social structures; and ensuring ecological and social sustainability.

**Principal Applicant**

<b>Name</b>	Stefan Liebig	
<b>Position</b>	Professor of Sociology	
<b>Institution (including name of University School or Department)</b>	Bielefeld University, Department of Sociology	
<b>Address for correspondence</b>	P.O. Box 10 01 31 D-33501 Bielefeld Germany	
<b>Telephone:</b> +49 521 106 4616/6948	<b>Email:</b> stefan.liebig@uni-bielefeld.de	

## 1 Rationale

Over the past few decades, European societies have witnessed unprecedented increases in wealth and income inequalities (Stiglitz, 2003; Piketty, 2014; Salverda et al., 2014; Tóth, 2014; OECD, 2015; see also Atkinson & Bourguignon, 2015). Faced with more flexible labor markets, open trade, skill-biased technological changes, and major socioeconomic structural changes, European welfare models have been unable to effectively address these rising inequalities. Until recently, income and wealth inequalities failed to capture public attention, and European policymaking was more focused on stimulating economic growth by improving conditions for international corporations and capital markets. Recent developments, however, suggest that the era of political and public acquiescence with regard to rising inequality is coming to a halt. The economic meltdown of 2008 and the burdens it placed on many European societies—not least in the form of the rising popularity of authoritarian political parties—have reinvigorated the focus on rising social and economic inequalities as well as on the current distributional mechanisms.

Although it is clear that challenges pertaining to inequality and the distribution of social resources will influence European society and policy making in both the short and the long term, it is much less clear how such challenges can or should be effectively addressed. The current proposal attempts to fill this gap in the literature by examining how people view and assess existing inequality as well as the circumstances under which it is more or less justifiable. We also aim to examine social, political, and policy outcomes based on perceptions of greater inequality in different European societies, particularly in terms of social cohesion, trust in democratic institutions, and political engagement.

The legitimacy of existing inequalities is directly related to the basic functioning of modern democratic societies (Rothstein, 1998). On the one hand, huge economic and social disparities threaten the legitimacy and acceptance of societal institutions, hinder long-term economic prosperity, and thwart the capacity for innovation. On the other hand, as has been evident in the large-scale social experiments of the 20th century, societies that strive to realize the ideal of substantial equality also encounter significant public resistance and are doomed to fail, which suggests that both extreme inequality and strict equality are not sustainable conditions and ultimately foster public backlash. European societies are thus faced with the difficult challenge of balancing a level of equality necessary to preserve individual rights and liberties while keeping inequality at bay so as not to hinder economic sustainability or damage a public sense of fairness. Meeting this challenge requires a comprehensive and systematic understanding of how people perceive and react to inequality as well as knowing factors are most important in forming judgments about the justifiability of inequalities.

Inequalities are considered legitimate to the extent that, among other things, they either meet or violate citizens' normative expectations regarding the way in which valued resources *should be* distributed. These expectations differ not only within and between societies but also over time and according to the generosity of welfare regimes (Arts & Gelissen, 2001; Oorschot, Reeskens, & Meuleman, 2012). Moreover, a society's normative expectations change along with its basic structures. Given the present and future challenges faced by European societies, empirically grounded knowledge about the attitudes toward social justice—that is, the normative expectations regarding the norms, procedures, and results of the distribution of societal goods and burdens—is requisite for choosing appropriate political and policy measures.

This module proposed here—that is, justice and fairness in Europe as a means of coping with growing inequalities and heterogeneities in society—seeks to build up a Europe-wide database that will provide not only insights into the fundamental question of the legitimacy of existing inequalities in European societies, but also an empirical basis for the scientific study of the societal and structural predicates and consequences of individual justice attitudes toward inequality. Not only will such an endeavor advance the state of contemporary knowledge concerning inequality (which is surprisingly anachronistic, particularly at the

cross-national level); it also merits the attention of social scientists and policy-makers function outside the traditional disciplinary boundary of social justice research.

Why do people strive for justice? Why is it important for the individual? Given its importance, how can the concept of justice (justice attitudes) help to explain other social phenomena? Although the answer to the question "What is justice?" may vary individually and structurally, the motivation to live in a society perceived as just is both fundamental and ubiquitous (Benabou & Tirole, 2006; Lerner, 1980). The desire to be a part of social arrangements that are fair and just is a fundamental human motivation. It is linked to the idea that the world is manageable and predictable and is central to the human ability to engage in goal-directed activity at both the individual and the social levels (see Lerner, 1977, 2003). As a result, justice judgments not only affect how people evaluate a specific law or policy but also change their mere connection to civic society and state institutions. That is, people are more likely not only to endorse policies that correspond to their normative expectations about justice but also to become better and more committed citizens as a result (see Tyler, 2008).

Our proposal is situated within the research framework of distributive justice and the allocation of social resources (Scherer, 1992; Sabbagh & Schmitt, 2016). This research supports a fourfold classification of distributive justice attitudes that reflect the order-related principles of equality, equity, need, and entitlement. Predominantly focusing on equality and equity, the results of existing research highlight the same tension that is guiding this proposed module: while severe inequality violates the distributive principle of equality, strict equality violates the distributive principle of equity. While many studies support the conclusion that people find a balance between equality and equity (Frohlich & Oppenheimer, 1992; Scott, Matland, Michelbach, & Bornstein, 2001; Traub, Seidl, Schmidt, & Levati, 2005), few studies have examined how this balance is achieved in the context of rising inequalities and what levels of inequality will no longer be justifiable.

The only cross-national study that collects data on justice attitudes in a more comprehensive way is the International Social Survey Programme (ISSP), which also follows a longitudinal-trend design to uncover changes on the aggregate level over time. However, this approach has led to a specific problem: because the respective module on "Social Inequality" was initiated 30 years ago using measures developed in the 1970s, the existing ISSP on justice attitudes does not reflect the theoretical and methodological progress that has taken place in empirical justice research. Four examples may illustrate this problem:

- (1) *Justice attitudes related to one's own earnings*: We know that long-lasting experiences of injustice related to rewards for paid work are strong predictors of physiological and psychological health problems. Moreover, Wilkinson and Pickett (2009) assume that earnings inequalities cause severe societal problems, claiming that greater equality in terms of income and wealth distributions would be in the rational interest of each individual. Because we have no comparative and prevailing data based on a state-of-the-art measure of perceived earnings injustice, we cannot compare the overall level of perceived injustice in different countries with other measures that might help to prove Wilkinson and Pickett's assumption that people in more equal societies experience less reward injustice with its related consequences.
- (2) *Procedural justice*: Perceived violations of procedural justice have a much greater effect on behavioral reactions than does the felt injustice of outcome.
- (3) *Distinction between reflexive and non-reflexive justice attitudes*: To date, we have no adequate measure for assessing own rewards and the rewards of others. Which is more important—the perception of injustice in a society or injustice related to one's own situation? And what are the consequences in terms of political behavior or political attitudes when these two experiences differ, as when one's own situation is considered just but the situation in society is considered unjust, or vice versa?
- (4) *Need for differentiated methodological approaches when studying justice attitudes*: Studies have already shown that the classical item-based measures of inequality per-

ceptions or preferences lead to an equality bias (see Liebig et al. 2015). If more complex instruments are used that provide respondents with more information about the specific situation and/or recipients (e.g., vignette studies), differences between recipients and higher degrees of inequalities are accepted and preferred. From this it follows that survey research is always in danger of overestimating people’s inequality aversion and of underestimating existing equality aversions.

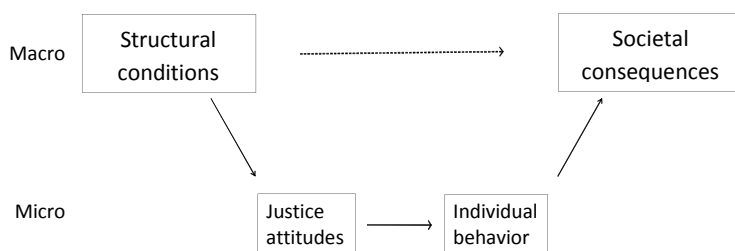
As these examples show, the theoretical and methodological shortcomings of the existing cross-national and longitudinal datasets do not allow researchers in the fields of psychology, sociology, political science, and economics to test predictions based on state-of-the-art theory outside the experimental laboratory on the basis of cross-national survey data. Consequently, the methodological and conceptual limits of the existing data regarding justice attitudes and their determining factors and consequences prevent substantial contributions to other research fields such as economic or sociological inequality research, political behavior, or the welfare state.

## 2 Theoretical/conceptual approach

Studying justice attitudes by means of cross-national surveys relies on the assumption that justice is a social phenomenon that can be conceptualized as a *social value* in the sense of shared “conceptions of the desirable” (see van Deth & Scarbrough, 1995, p. 28). Justice refers to the normative conception of the allocation and distribution of resources and burdens in a social aggregate. Three formal criteria constitute a state of justice (Koller, 1995): (1) equal treatment, (2) impartiality, and (3) consideration of legitimate claims. How to achieve this state—that is, which norms can be used to guide behavior that will realize the value of justice – depends on the various conceptions of justice developed over time that have become a substantial part of human culture.

According to Miller, what is regarded as just in a substantial sense varies with the basic structure of a society (Miller, 1979, p. 342). Empirical research has revealed that individuals with the same social and cultural background and similar experiences over their lifespan tend to prefer the same conceptions of justice. Accordingly, attitudes toward justice can be regarded as “positional effects” (Boudon, 1998). Still, the question of how shared understandings of justice are affected by the increasing diversity, heterogeneity, and inequality of societies remains unanswered.

**Figure 1.** Justice as a socially determined phenomenon and a social force affecting other societal structures and processes.



Experiences of (in)justice affect attitudes and behavior and thereby lead to *social consequences* that can affect the functioning of organizations, institutions, and society as a whole (Hegtvedt & Isom, 2014). Accordingly, two basic insights gained from past research can serve as building blocks in the suggested European Social Survey (ESS) module: (1) Justice is *socially determined* because whether something is regarded as just depends on the social structures and processes of a society or other social aggregates (organizations, networks, groups), and (2) justice is a *social force* because it affects the economic, political, and social structures and processes within societies and other social aggregates. Figure 1 illustrates

how both these aspects of justice—social determination and social effectiveness—can be conceptualized within the epistemological paradigm of structural individualism.

Most sociological and psychological research during the last 60 years on the consequences of perceived (in)justice has been based on experimental research designs. Since the 1980s, justice attitudes also became an integral part of large population survey programs either in cross-sectional (General Social Survey [GSS]) or longitudinal national (German Socio-Economic Panel) and cross-national (ISSP, International Social Justice Project [ISJP]) designs. Questions such as what people think about justice and how these preferences guide their behavior have been receiving more attention in experimental and survey research in behavioral economics (Clark & d'Ambrosio, 2015).

Based on the broad stock of research related to the consequences of perceived injustice, we know that justice attitudes affect cooperative behavior in social interactions. If individuals think that they are getting their fair share, feel that they are being treated fairly when goods and burdens are distributed, and have the impression that others are also treated fairly by authorities, societal institutions, and individuals, they will be more disposed to follow rules and norms voluntarily and to contribute to the production of common goods. In the reverse case—that is, when they perceive injustices—people start to disrespect social and institutional norms. The sense of justice and the related norms of justice are tools to protect them from exploitation by those who do not contribute to a common good but who try to enjoy the fruits of cooperation (Trivers, 1985; Krebs, 2008).

Being unjustly treated or observing unjust treatment of others is therefore a signal that some individuals or groups are trying to maximize their interests at the cost of other individuals or groups. Because humans are predisposed to avoid losses (Kahneman & Tversky, 1984), especially when they cooperate with others, the reactions to perceived injustices are aimed at terminating cooperation and comprise the kinds of attitudes and behaviors that justice research has identified repeatedly in different social contexts. Because perceived and observed injustices violate people's fundamental interests, they react by lowering their trust in others and in the respective institutions they perceive to be responsible for the injustices. Moreover, prolonged experiences of injustice—especially those related to their own earnings and rewards for their efforts—lead to psychological and physiological health problems (Schunck et al., 2015).

It follows that perceptions of injustice concerning the distribution and allocation of societal goods and burdens are directly linked to the very fundamental processes that constitute social aggregates and societies as a whole. With modern societies requiring the constant growth of cooperation, justice becomes more important, from an individual's point of view, as a reference point for identifying instances of cheating and exploitation. On the other hand, as societies depend more and more on voluntary cooperation in all societal fields, they must ensure just treatment of their citizens to establish mutual trust and a willingness to cooperate. Thus, efforts to survey people's views about justice and to identify the areas and issues where injustices are perceived not only are important goals from an academic point of view; they also provide a foundation for identifying the need for societal and political action.

In contrast to existing ESS modules—especially those concerning the welfare state and aspects of juridical justice—this module focuses on how European citizens evaluate their own endowment of basic resources *and* the inequality of these resources within their society. Studies that focus on the individual or political consequences of inequalities—most prominently those conducted by Wilkinson & Pickett (2009)—assume that individuals are affected by the type and magnitude of existing inequalities in their society. Findings on the individual, social, and especially political consequences of these inequalities have been far from consistent. For example, studies to determine the effect of income inequality on individual well-being and life satisfaction have found both positive and negative consequences of existing inequalities (Verme, 2011; Clark & D'Ambrosio, 2015). One explanation for these inconsis-

encies involves relative deprivation. First, “objective” inequalities are mediated by perceptions and evaluations (Stouffer et al., 1949); second, individuals are affected (positively or negatively) not only by what others have or do not have, but also (and probably to a much greater extent) by how they evaluate their own endowments (Runciman, 1966). From this it follows that if we seek to know the consequences of inequalities within societies, we must focus on the perception and evaluation of one’s own situation and the situations of others, as well as the interplay of the two.

This module aims to study how reflexive and non-reflexive justice evaluations affect different outcome variables such as personal or institutional trust, subjective well-being, or political attitudes and behavioral intentions. Reflexive justice evaluations are directed at one’s own situation and endowment with resources, such as income or wealth. Non-reflexive justice evaluations are oriented toward the endowments of others, that is, the income distribution within a society. Figure 2 illustrates the combination of these two perspectives and identifies four logical situations that might have different consequences when it comes to individual well-being or political behavior.

**Figure 2.** Interplay of reflexive and non-reflexive justice evaluations.

Evaluation of one’s own inequality-related situation (reflexive justice attitudes)	Evaluation of societal inequalities (non-reflexive justice attitudes)	
	Just	Unjust
Just		
Unjust		

Part of this micro-level orientation is also intended to identify individual perceptions and evaluations on the one hand and normative preferences on the other. The first goal is related to the question of how people perceive and evaluate the existing distribution of resources, while the latter comprises the normative ideas people have about how societal goods and burdens should be distributed. This distinction concerning attitudes toward factual and normative distributions is fundamental in four respects: First, it enables us to identify those areas and groups within a society in which injustice in the form of unfair outcomes and treatments is perceived to exist. Second, by comparing societies, we can identify the different levels of perceived injustice and relate them to the institutional, political, and economic characteristics of a society. Third, by also focusing on the notions of “what ought to be,” we will be better able to identify the normative expectations themselves and, from a comparative perspective, the societal determinants of those expectations toward a just society. Finally, this distinction is necessary because it may explain recent results from the inequality research referred to earlier.

Another possible explanation for the inconsistent findings concerning the relationship between income inequalities and well-being is that they are caused by two mechanisms: (1) people perceive inequalities differently according to their relative position and the information available to them regarding the magnitude of the inequalities, and (2) the way they evaluate inequalities depends on the expected gains and losses—their rational interests—and their normative preferences. Because their rational interests are related to their relative position within society and can be derived from objective status characteristics such as income, wealth, or education, their normative preferences must be explicitly surveyed. To determine the latter, this module uses a framework that distinguishes four basic normative principles of allocation in a society: equality, equity, need and entitlement (Gollwitzer & van Prooijen, 2016). The underlying theoretical explanation is that these principles correspond to the four basic types of social relations: (1) egalitarian exchanges among equals, (2) economic relations aimed at maximizing cost/benefit ratios, (3) affectionate relations among people who share social bonds, and (4) hierarchical relations among people who differ in social rank (Fiske, 1992).

The distinctions between perceptions and evaluations, rational interests and normative preferences, and reflexive and non-reflexive justice attitudes will be complemented by an analytical framework that takes the four classic dimensions of politics identified by Lasswell (1936) as a starting point and connects them with fundamental conceptions from contemporary empirical justice research:

- (1) *what* outcomes are allocated to individuals and how are they distributed within a society (distributive justice);
- (2) *how* are these outcomes allocated (procedural justice);
- (3) *who* is part of the solidary community and can make claims (the scope of justice); and
- (4) *when* do the costs and benefits of allocation and redistribution have an impact on an individual over his or her lifecourse (intragenerational justice) and on the society (intergenerational justice) (the timing of justice).

(1) ***What is allocated or distributed (distributive justice)?*** We concentrate on three central inequality dimensions— income, wealth, and educational opportunities—to consider how their distribution is perceived and evaluated and to examine the respondents' normative expectations. The underlying theoretical concept is that of Jasso (1978, 2015), which assumes that justice attitudes toward the allocation of goods and burdens can be reconstructed by using the following formal model:

$$J = \ln\left(\frac{A}{C}\right)$$

The assumption is that the justice evaluation of a reward (J) can be expressed as the logarithm of the ratio of the actual reward (A) and the reward that is seen as just (C). If a reward is perceived as just, the actual reward equals the just reward, and the logarithm of that ratio is 0 (i.e., a state of perfect justice is depicted by 0). Instances of under-reward are expressed in negative numbers, while situations of over-reward, in which the actual reward exceeds the just reward, are expressed in positive numbers. The advantage to applying this model is that we (1) can study perceptions of earnings justice between different countries and arrive at meaningful numerical representations of perceived (in)justice (Jasso, 1999) and (2) can measure justice perceptions for both the reflexive and the non-reflexive case in a consistent way. We apply this model in studying justice evaluations of one's own income from labor (reflexive) and the societal income distribution (non-reflexive) to assess the degree of legitimation of the allocation and distribution of income within and between societies. Sociological inequality research distinguishes between inequality of outcomes and inequality of opportunities. The latter is seen as a fundamental problem within societies, especially since Western democracies are built on the premise of equal opportunity and fair chances, particularly with regard to educational opportunities.

(2) ***How are the processes leading to these allocations or distributions perceived and evaluated (procedural justice)?***

A large body of literature shows that justice perceptions related to the procedures for how goods and burdens are allocated by and within institutions are decisive for the acceptance of the outcomes and a wide range of attitudes and behavior (Hauenstein et al., 2001). An explanation for the relative importance of procedural justice is provided by Lind and Tyler's group-value theory: How individuals are treated is interpreted as a signal of social respect and of how a group, organization, or society values each single member (Vermunt & Steensma, 2016). These procedural aspects have been widely neglected in inequality research, especially when it comes to explaining justice attitudes toward one's own wages and income inequalities (Tyler, 2011). Building on the understanding of social mechanisms as put forward by Mayntz (2004), inequality-generating mechanisms can be understood as procedural elements that generate an individual's wage or a distribution of wages within a social aggregate. As such, inequality-generating mechanisms can be a subject of procedural justice concerns, implying that some mechanisms are regarded as more just than others. Because we know that outcomes are better accepted when they are the result of just procedures—

even when the outcomes are not favorable—inequalities that are generated by unjust mechanisms will be less well accepted than others. Four mechanisms of inequality (re-)production are distinguished in the literature: market, social closure, exploitation, and cumulative advantage. In this module, we address whether there are different perceptions regarding the effectiveness of these mechanisms and how these mechanisms are evaluated in terms of justice.

**(3) Who are the recipients, and who is eligible to make claims (the scope of justice)?**

With the recent wave of migration into European societies, the need to determine who is eligible to make claims on societal goods and burdens has become the prevailing problem. The question is not only which ascriptive characteristics should be used to build up boundaries of solidarity within which justice evaluations can be made, but also how these attitudes are affected by individual and societal structural conditions. The institutional mechanisms of redistribution in European countries, which have been shaped by collective conceptions of social justice, serve to condition entitlements based on different individual attributes, such as citizenship, earlier social security contributions, or basic needs. Each of these justifications leads to different ways of distributing access to transfer payments and services across a country's population. Such institutional standards of redistribution themselves, however, develop normative power (Scharpf & Schmidt, 2000; van Oorschot, Reeskens, & Meuleman 2012) and become reference points for individual justice attitudes about redistribution as well as judgments about who should be eligible. The main dimensions of variation in terms of inclusion are age, gender, and migration background.

**(4) When are the costs and benefits allocated (the timing of justice)?**

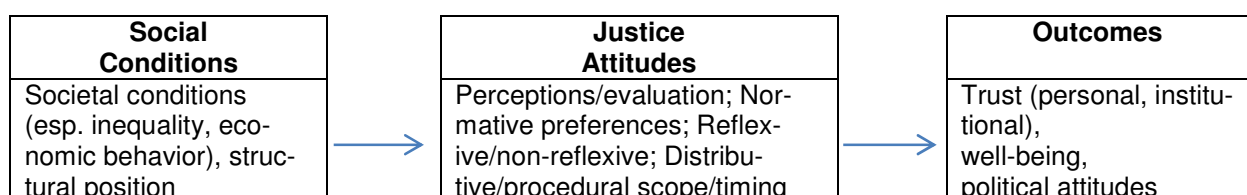
We translate this question into a question of intergenerational justice. For a long time, European societies have resolved distributional conflicts by passing such burdens on to future generations; however, with levels of public debt approaching or exceeding a country's annual GDP, the willingness to accept this solution may decline. As van Oorschot et al. (2012) have shown using data from ESS Round 4 on Welfare Attitudes, the negative economic and moral consequences of increasing public welfare spending count for less in the individual evaluation of the welfare state than do the positive social consequences. For intergenerational justice, this finding implies that the needs and interests of future generations may count for less than does satisfying the needs of current generations.

The entire structure of the proposed module is summarized in Figure 3 and its analytical framework is shown in Figure 4.

**Figure 3.** Structure of the module.

Justice Attitude	Distributive Justice			Procedural Justice	Scope of Justice	Timing of Justice
	Outcomes	Chances	Normative orientations			
One's own situation (reflexive)						
Inequality in society (non-reflexive)						

**Figure 4.** Analytical framework of the module.





### 3 Implementation

#### **Anticipated methodological or practical difficulties in operationalizing the proposed module**

The major aim of the ESS Round 9 Question Module is to provide cross-national databases to identify the structural and cultural factors that generate variations in social justice attitudes within and between societies. The important innovation of the proposed module will be the systematic study of attitudes to three central resources distributed in a society (income, wealth, and education), the mechanisms (procedures) that are generating inequality, who can make claims, and the time dimension. While the module proposes to address complex and abstract concepts such as justice and fairness, we do not expect major difficulties in fielding these topics for three reasons. First, we do not propose to operationalize these abstract concepts as such; rather, we ask about specific, everyday experiences and evaluations of regular situations that people can easily relate to and translate into answers to specific survey questions. Second, the topics of justice and fairness are not new to the ESS; they have been a recurring topic in previous modules, including Trust in the Justice System; Welfare Attitudes; and Family, Work, and Gender. Third, justice and fairness items have frequently been used in other international surveys such as the ISSP and the ISJP, which can be built on and improved further. For these reasons, we are confident that the proposed topic of this module is suitable to be fielded to the general population across European countries and can be translated successfully into multiple languages. In the following section, we will elaborate on this approach before we describe the proposed items and measures in more detail.

Valid comparisons across countries depend on cross-cultural measurement equivalence. Violations of this criterion may result from differences in methodology across countries, as follows:

- 1) *Differences in the methodologies used to collect data.* This is one important reason why we are submitting our proposal to the ESS, because it is known to take great care in actually achieving equivalence in data collection practices such as sampling, translation, fieldwork, and data preparation.
- 2) *Differences in the meaning of concepts across groups or countries.* Addressing this issue is precisely one of the aims of the module: measuring differing conceptions of social justice across Europe. Therefore, typical questions involve specific, everyday situations that respondents can easily relate to (e.g., evaluation of income levels, wealth, educational opportunities). The approach proposed here is similar to the one used in the module “Europeans’ understandings and evaluations of democracy” in ESS Round 6, which investigated the different “meanings” of democracy—also a highly abstract concept—in the European countries by focusing on different aspects (e.g., liberal vs. social vs. direct democracy) in order to gain a picture of how Europeans differ in their understanding of what constitutes a democracy. With our module, it will be possible, for example, to generate profiles of how the inhabitants of each country understand social justice as well their evaluations of existing inequalities. We study the extent to which they favor different justice principles (equity, equality, need, and entitlement) and how they evaluate the distribution of the three central societal goods in their society (income, wealth, and educational opportunities). This will allow us to compare the meaning and understanding of social justice and fairness between European societies, to see how societies differ in their perceived justice of existing inequalities, and to enrich the existing cross-cultural research in an important dimension.
- 3) *Equivalence of survey items.* Questionnaire items may mean different things in different languages or contexts because specific terms may have culture-specific interpretations (e.g., Johnson, 1998). In general, however, we do not expect difficulties in translating the items into different languages. Previous cross-cultural studies have successfully fielded items on social justice attitudes across a large number of countries. The proposed module draws, inter alia, on items used in the ISJP and the ISSP, adjusting them when necessary. For this purpose, if our proposal is acceptable, we will further investigate the

cross-national measurement equivalence of those items which have previously been asked cross-nationally.

In addition, items covering justice and fairness have been featured in the ESS already. For example, in ESS Round 4, the module on Welfare Attitudes, it was asked how important it is “for a society to be fair” (if differences in people's standard of living are small). In addition, the ESS Round 5 module on Trust in the Justice System asked about fair and impartial decisions of the police and the courts, and in the ESS Round 4 module on Ageism touching upon the topic of procedural justice or unfair treatment due to personal characteristics. Hence, the topic is not completely new to the ESS, and we are happy to draw on the experience of the Core Scientific Team and National Coordinators when formulating the exact wording of the items we propose. This holds also for an additional set of items that were successfully fielded in Germany in major representative surveys (ALLBUS, SOEP, LINOS-1) but that might need to be adapted for the cross-national perspective. More specifically, potential item-related difficulties are discussed below in the context of the presentation of the proposed items, their source, and their conceptual justification.

### Operationalization of theoretical and conceptual model

The aim of the proposed module is to develop a detailed understanding of *public perceptions and evaluations of social justice in Europe*. The design of the module is based on the conceptual model presented in Figure 3 and will cover the areas of (1) *distributive justice*, (2) *procedural justice*, (3) *the scope of justice*, and (4) *intergenerational (the timing of) justice*. For identifying attitudes toward the scope of justice (i.e., who can make claims) and intergenerational justice, we propose a factorial survey that will allow us to combine both areas within one item battery. The conceptual model is designed to fit easily within the ESS, integrating core elements of the survey in the new module to create a unique and comprehensive cross-national database for social justice research. Currently, the proposed module has 30 items, which include specific elements (Table 1).

Table 1 shows the different dimensions covered by the suggested items. Overall, the module is structured as elaborated in the conceptual part. The items on distributive justice, which make up the majority of the module, are divided into those concerned with basic resources (income, wealth, and education) and those concerned with life chances and opportunities (for getting a job and good education). Also included in the module will be four items on the normative orientations of distributive justice (equality, equity, need, and entitlement). Attitudes toward procedural justice are covered by six items: two items that describe the personal experience of unfair treatment of respondents and four items that describe the mechanisms according to which positions in society are allocated and whether they are evaluated as just or unjust by respondents. The third strand of justice attitudes, the scope of justice and intergenerational justice, will be investigated using a vignette design developed especially for use in this module.

**Table 1: Dimensions of the Module**

Justice attitude	Distributive Justice			Procedural Justice	Scope of Justice and Intergenerational Justice	No. of Items
	Outcomes	Chances	Normative orientations			
<b>One's own situation (reflexive)</b>	Income (4) Wealth (1)	Job (1) Education (1)		Unfair treatment (4)		8
<b>Inequality in society (non-reflexive)</b>	Income (4) Wealth (1) Education (1)	Job (1) Education (1)	Distributive principles (4)	Mechanisms of inequality (4)	Intergenerational allocation of costs and benefits (3)	22
<b>No. of items</b>	11	4	4	8	3	30

All parts of the module will require further development and adjustments to fit cross-national requirements. Below we describe in detail how we intend to measure the different constructs of the conceptual model. We indicate how many items are allocated to each section, although these allocations may change during the design process of the module. IN cases where questions have been fielded before, we describe them in detail and their origin. Many suggested items have already been developed and used in previous research, at least at the national level. We will still review all questions for their applicability across the ESS countries and consider what linkage (through question repetition) is possible with other major national and cross-national social surveys, such as the German ALLBUS and SOEP, the International Social Survey Programme (ISSP), and the United States' General Social Survey (GSS). This is an area where advice from the CST and NCs would be particularly valuable.

**Distributive Justice: Income (8 items)**

These eight items are intended to measure the reflexive and non-reflexive side of income justice attitudes and to operationalize the Jasso model, described earlier in Section 2. Part of the model will be the question on personal net income (designated *A* in Jasso's formula), which in and of itself is of substantial interest to many researchers. The question is complemented by two further items on whether this actual income is perceived as just (designated *J* in Jasso's formula) and, when it is perceived as unjust, what respondents would consider a just income for them (designated *C* in Jasso's formula). A fourth question asks about the perceived justice of individual tax burdens.

The following items, covering the non-reflexive, societal level, draw on existing questions that were fielded previously, in the ISSP. The idea is to compare and contrast the evaluation of income of different occupational groups that represent the whole range of the income distribution in each country (at the 9<sup>th</sup>, 5<sup>th</sup>, and 1<sup>st</sup> deciles of the actual income distribution). We measure the non-reflexive justice evaluation (*J* in Jasso's formula) in the same way as the reflexive one. That enables us to test which evaluation – reflexive or non-reflexive – might be more relevant for predicting political and other attitudes. This approach was chosen so that respondents can easily answer the question without having to evaluate abstract income distributions, which potentially have no meaning to them. While this approach is also meant to aid cross-national comparability, it does mean that typical occupations for the three income groups will need to be researched and identified for each participating country. Thus, we may engage in a consultation process in addition to religion, education, income, and so on, and will potentially require the cooperation of NCs in participating countries. However, this task may be completed in conjunction with the income consultation process, since this already involves identifying the deciles of the income distribution in each country. We would provide guidance and support as far as possible. Alternatively, the occupations for all countries could be identified for each country centrally by us, specifically the QDT, by using an authoritative, comparable source, such as the European Labour Force Survey. The fourth question asks for the evaluation of the justice of earnings of the occupational group of the respondent. This item is included (1) to capture feelings of injustice related to the standing of one's own occupation compared with other occupations and (2) to be able to analyze those cases in more detail when respondents evaluate their own income as fair and that of their own occupation within society as unfair.

No.	Concept	Item	Answer-Scale	Source
1		What is your income after taxes?	Currency, net per month	ISSP*
2	Jasso model, reflexive	Thinking about your current personal income, would you say that it is just, unjustly too low, or unjustly too high for your job? We do not want to know what you'd like to earn but whether your income is appropriate with respect to your skills and efforts.	11-point scale, from -5 to +5.	LINOS-1/ ISJP

No.	Concept	Item	Answer-Scale	Source
3		In case you feel your net income is unjust, what would be a just net income in your opinion?	Currency, net per month	ISJP
4		When you think about the amount of income tax you currently have to pay, would you say the tax burden is just, unjustly too low or unjustly too high?		LINOS-1
5	Jasso model, non-reflexive	How just is the income of those with high incomes [occupations, three examples from decile 9 of country's income distribution]?	11-point rating scale, from -5 to +5	ISSP*
6		How just is the income of those in the middle [occupations, three examples from decile 5 of country's income distribution]?		
7		How just is the income of those with low incomes [occupations, three examples from decile 1 of country's income distribution]?		
8	Deprivation, own group	How just is the income of those who have the same occupation as you?		

\*Adjusted from the original wording.

### Distributive Justice: Education, Job Opportunity, and Wealth (7 items)

Another seven items in this category cover the respondents' perceptions of the inequality of wealth as another outcome (in addition to income) as well as their perceptions of the equality of two forms of opportunity: income and education. These items are again asked at both the individual level (reflexive) and the societal level (non-reflexive). An additional item covers the extent to which respondents think that the educational outcomes are based on actual differences in efforts and abilities.

No.	Concept	Item	Answer-Scale	Source
9	Degree of deprivation: reflexive outcome	Compared with how others live in [country], do you think you get your fair share, more than your fair share, somewhat less than your fair share, or very much less than your fair share?	More than fair share/ Fair share/ somewhat less/ very much less	ALLBUS
10	Evaluation of wealth distribution: non-reflexive outcome	Are the differences in wealth in [country] unjustly too high or unjustly too small?	5-point rating scale	New
11	Educational opportunity: reflexive	Looking back, do you think you had a fair chance to obtain the education you actually have?		
12	Educational opportunity: non-reflexive	Differences in education in [country] reflect the individual competences, skills, and efforts.		
13	Educational opportunity: non-reflexive	In [country], everybody has a fair chance to obtain the education they want to achieve.		
14	Job opportunity: reflexive	Looking back, I had a fair chance to obtain the job I actually have.		
15	Job opportunity: non-reflexive	Every person in my country has the same chance to find a job if he/she is looking hard enough.		

### Distributive Justice: Normative Orientations (4 items)

The suggested items to measure distributive principles have been developed in and for Germany. Although they have been tested and validated in this context (Liebig et al., 2016), we

do not expect great difficulties in translating them into different languages. Still, to ensure cross-national equivalence, standard and cognitive pretesting may be required before they are included in the final module. The advice of the CST and NCs will be especially useful in this regard as well.

No	Concept	Item	Answer/Scale	Source
16	Distributive principle: equality	A society is just if income and wealth are equally distributed among the citizens.	5-point rating scale	SOEP*/LINOS-1
17	Distributive principle: equity	A society is just if hard-working people earn more than others.		
18	Distributive principle: need	A society is just if it takes care of those who are poor and needy.		
19	Distributive principle: entitlement	A society is just if citizens with higher status have better living conditions than those with lower status.		

\*Original version in German.

### Procedural Justice: Mechanisms (8 items)

As mentioned above, procedural justice concerns have been widely neglected within survey-based justice research, albeit such concerns have been identified as a much stronger motivator for behavior than have distributive justice concerns. We focus here, in the reflexive dimension, on respondents' experiences with regard to unfair treatment. One item, the experience of exploitation by others, is designed to capture exactly those experiences considered to be the driving force in preferring justice as a social value. In the first step of the non-reflexive dimension, we measure the perception of the importance of mechanisms that generate inequalities in a society: market, social closure, and cumulative advantage. In the second step, we ask for the normative preferences (i.e., which mechanism is seen as a fair procedure to allocate goods in a society?). The items for measuring perceptions and preferences related to social closure are adopted from ISSP; in the other cases, we will develop new items.

No.	Concept	Item	Answer-Scale	Source
20	Group value model, exploitation	If you think over the last 3 years, how often did you have the feeling that others at your workplace or in society took unfair advantage at your expense?	5-point rating scale	New
21	Group value model, exploitation	If you think over the last 3 years, how often did you have the feeling that you have been unfairly treated by your employer?	5-point rating scale	New
22	Group value model, exploitation	If you think over the last 3 years, how often did you have the feeling that you have been unfairly treated by governmental institutions (like police etc.)	5-point rating scale	New
23	Group value model, exploitation	If you think about people like you, do you think they are treated fairly in [country]?	5-point rating scale	New
24	Social closure, Perception	What is important for getting ahead in life in [country]? Please rank the following reasons in terms of their importance for getting ahead:	Ranking	ISSP*
		Having the right family background		
		Hard work and abilities		
Knowing the right people				
25	Social closure, evaluation	Please rank these items in terms of your belief that they are legitimate criteria for advancement in society:	Ranking	
		Having the right family background		
		Hard work and abilities		
		Knowing the right people		

No.	Concept	Item	Answer-Scale	Source
26	Market, perception**	[In which areas of everyday life are goods and burdens allocated according to a market logic?]	Ranking	New
27	Market, evaluation**	[In which areas of would it be fair, to allocate goods according to a market logic?]	Ranking	New

\*Adjusted wording, \*\* Item has to be developed

### Scope of Justice and Intergenerational Justice (Vignettes—3 items per respondent)

Classical item-based measures of inequality perceptions tend to favor and overestimate actual preferences for equality (see Liebig et al., 2015). People tend to overstate their preference for equality in the more general, all-encompassing situations, as compared with scenarios in which they are provided with more details concerning the respective situations and the claimants involved. We have tried to solve this problem by suggesting the use of vignettes for the items on intergenerational justice. Vignette studies have a long tradition in social justice research (Wallander, 2009; Auspurg & Hinz, 2015) and have been used successfully by members of our team in previous studies.

Intergenerational justice involves questions of sustainability and the extent to which people include future generations in their justice evaluations. We propose to design a small part of the new module as a vignette study in which the respondents must decide whether to invest a certain amount of money in the needs of people with a specific profile by increasing public debt. Hence, the respondents are confronted with an intergenerational trade-off in which the profiles of potential recipients vary. We suggest asking three questions related to different profiles of potential recipients, splitting the respondents into four random subsamples in each country, as has been done in previous rounds (e.g., the Immigration module in ESS Round 7). Each respondent would need to respond to three separate questions (i.e., each respondent has to make a decision regarding three pairs of potential recipients). Each pair consists of a description of a young and an old recipient. We vary the type of need (subsidize an education/make necessary purchases) and migration status (native, recently naturalized migrant, or naturalized long ago). By splitting the sample into four, we can gather information on 24 different profiles of potential recipients in each country, gaining deeper insights about how the population in each country thinks about allocating public resources between current and future generations. The results of the vignette may also be used to analyze preferences for intergenerational justice at the group level, such as across social classes, birth cohorts, or age groups.

We intend to introduce each vignette as follows: “Imagine the following situation: The government of your country has approved a special program to improve the living conditions of persons in need. The program is financed by increasing the public debt by [1 percent of the national budget], to be amortized by the next generation. Each person can apply for an amount of 10,000 euros. Because there are more applicants than there are disposable funds, decisions must be made based on individual cases. Supposing you can decide who gets the one-off payment of 10,000 euros, to whom would you give this subsidy? In the following you will find descriptions of applicants, and you are asked to decide which of the two applicants should get the 10,000 euros. Alternatively, you can decide not to choose either applicant and instead to reduce the public debt by the same amount.”

The suggested profiles between which the respondents must choose involve the following attributes, which will vary randomly across respondents:

## Dimensions and Levels of Vignettes

<b>Dimension 1</b>	Applies for 10,000 euros to subsidize an education or further training	Applies for 10,000 euros to supplement his/her income and to make necessary purchases (e.g., renovating the apartment)		2
<b>Dimension 2</b>	20 years	60 years		2
<b>Dimension 3</b>	Female	Male		2
<b>Dimension 4</b>	Naturalized migrant since he/she is [20 years old:] 6 / [60 years old:] 18 years old	Recently naturalized migrant	Native	3

This will result in 24 different profiles ( $2 \times 2 \times 2 \times 3$ ). By splitting the sample into four groups, with each respondent confronting with three pairs of potential recipients, we can use the full matrix of different profiles. In each split, the profiles and combinations are fixed—that is, we generate 12 pairs from the 24 single profiles and assign three pairs each to one of the four respondents' splits. In each country with a sample size of  $N = 1,500$ , 375 respondents will answer one fixed sample of profiles.

The actual amount of increase the public debt would be provided in the currency of each country and would amount to 1 percent of the national budget. The QDT would research and communicate this information to the NCs for the use in their country.

### Suggested use of contextual data

Perceptions and attitudes about justice and fairness as well as opinions about redistributive policies are influenced not only by individual attributes such as social class or ideology, but also by contextual-level factors (the degree of income inequality, economic prosperity, and institutional context). Aside from being interesting in their own right, contextual variables reflect interactions with variables at the individual level. For example, increasing inequality might have a stronger effect on the attitudes of people who subscribe to egalitarian values (Alesina & Giuliano, 2011).

An important group of contextual variables describe the prevailing distribution of incomes in the society. The larger the distance between the income of the median voter and the mean income of the electorate, the lower the acceptance of prevailing inequalities and the greater the pressure on the government to redistribute (Meltzer & Richard, 1981; Romer, 1975). The model predicts that greater inequality will induce greater demand for redistribution. Fairness theories emphasize that it is not only the size of inequality that matters but also the way it is produced; in other words, inequality is more readily accepted if the process generating it is considered to be fair (Alesina & Giuliano, 2011; Fong, 2001).

Consequently, justice and fairness attitudes are expected to be related to contextual variables that describe the prevailing income distribution and the prevailing income generation. The most commonly used indicator of income inequality, the Gini coefficient of equivalized disposable income, is included in the ESS Multilevel Data Repository. In addition, inequality indicators that describe the two extremes of the income distribution, such as the relative income poverty rate (possible source: OECD, Eurostat) and the income share of the top 5% of the population (possible source: EU-SILC), could be included, as could other important indicators that describe pre-redistribution inequality, such as an index of gross wage inequality (possible source: OECD, Earnings Database) or income inequality before taxes and transfers (possible source: EU-SILC). Indicators of relative educational mobility (possible source: EU-SILC, AES, or ESS) and of relative occupational mobility (possible source: EU-SILC, AES, or ESS) would also be useful.

General macroeconomic conditions might also influence people's views about justice and fairness in their society. The welfare state is not only an institution that redistributes income from the rich to the poor; it is also a form of social insurance that protects agents from ad-

verse macroeconomic and social conditions (Blekesaune, 2007). Agents are expected to seek to reduce their exposure to social risks, meaning they will be less tolerant of inequalities in times of high unemployment and poor economic conditions, whereas they will accept higher levels of inequality and lower levels of redistribution in times of economic prosperity (Jaeger, 2013). This hypothesis underlines the importance of contextual indicators such as GDP per capita and the unemployment rate, which are included in the ESS Multilevel Data Repository. Important indicators to add are the GDP growth rate in the previous year and the average growth rate over the previous 5 years, which could be obtained from Eurostat.

A third type of contextual indicator that could be included describes the institutional context of the income distribution. According to welfare regime theory, views about inequality and demand for redistribution are a function of countries' institutional arrangements—most importantly, the way the welfare state is organized—and their political and cultural history (Esping-Andersen, 1990). This theory underlines the importance of taking into account welfare state indicators, such as government social spending as a percentage of GDP, which is included in the ESS Multilevel Data Repository. An important element to add is a government's social insurance spending as a percentage of GDP (possible source: Eurostat). Other important institutional indicators describe the general functioning of the government. Important indicators of government effectiveness, rule of law, control of corruption, and corruption perception are all included in the ESS Multilevel Data Repository.

An important population characteristic is the ethnic and religious fractionalization of the population. When the poor are disproportionately concentrated in a racial or religious minority, the majority (all else being equal) tends to prefer less redistribution. This is the consequence of a general tendency toward homophily, meaning that individuals are more generous toward others who are similar to them racially, ethnically, and linguistically (Alesina & Giuliano, 2010).

#### **4 Team expertise and experience**

**Austria:** Bernhard Kittel (PI), Nadia Steiber

*Kittel* does experimental work on justice perceptions and redistribution decisions in the laboratory and directs a subproject of the DFG research group FOR2104, "Needs-Based Justice and Distribution Procedures." He is involved as a principal investigator in the FP7 research consortium "Cultural Pathways to Economic Self-Sufficiency and Entrepreneurship: Family Values and Youth Unemployment in Europe," in which he is a member of the core group responsible for the comparative survey administered in 10 European countries and Turkey. He has extensive experience in using and teaching quantitative methods, most notably at the ECPR Methods School, the Essex Summer School, and the African Doctoral Academy. *Steiber's* research interests are in the area of work and the lifecourse, and she has coordinated the design of various national and cross-national survey questionnaires. Having been a member of the ESS Questionnaire Design Team of the rotating module on Work, Family, and Well-being in ESS Round 5, she has extensive experience in working with ESS data.

**Germany:** Stefan Liebig (PI), Jürgen Schupp, Michael Weinhardt

*Liebig* has extensive expertise in sociological justice research and comparative survey methodology. He was part of the German team of the ISJP from 1991 to 2004 and was National Coordinator of the German ESS for Rounds 7 and 8. Having conducted a number of justice-related surveys and experiments, he is particularly experienced in the theory-guided development of survey questions on justice attitudes. He has extensive experience in the development and realization of factorial surveys within population surveys. At present he is principal investigator of a project funded by the German Research Foundation (2016–2019), which aims to identify the structural conditions of changes and stabilities of justice attitudes over the lifespan based on a long-term panel study. The first wave of that panel was conducted in 2012, and the second wave will be fielded in 2017. (The module proposed here uses measurement concepts from that panel study.) *Schupp* is Director of the German Socio-Economic



Panel Study and an expert in comparative survey methodology; he has also published on social inequality and issues of empirical justice research. *Weinhardt* has been Executive Secretary of the German ESS team since 2014, with research interests in survey methodology, social structure, and the study of human values. He has extensive experience in the documentation and evaluation of attitudinal survey measures.

**Hungary:** István György Tóth (PI), Márton Medgyesi

*Tóth* has particular research expertise in the measurement and interpretation of income inequality, the analysis of income distribution, economics and sociology of the welfare state, values and attitudes toward social policies, and redistribution. He directs the Hungarian Household Monitor Survey series, and he represents Hungary in the ISSP and in the World Values Survey. The ongoing comparative projects in which he has held leading positions include Growing Inequalities' Impacts (GINI) and Poverty Reduction in Europe: Social Policy and Innovation (ImPRovE). *Medgyesi* has conducted research on income distribution and attitudes to inequalities in various international projects and is the Hungarian correspondent for the OECD project on income distribution.

**Israel:** Arye Rattner (PI), Avital Mentovich, Clara Sabbagh, Meir Yaish

*Rattner* was the principal investigator of the Israel Social Justice Project as part of the ISJP. For the past 15 years, he has led a longitudinal project involving annual surveys on justice, trust, and legitimacy in Israel. He is also involved in activities related to Israel's participation in Round 8 of the ESS and over the years has led several large-scale empirical surveys and studies on justice and related subjects. *Mentovich's* research explores how individuals' experiences and perceptions of justice affect their reaction to state institutions and policy making. *Sabbagh's* academic work focuses on key conceptions of social justice that underlie the basic structure of society and how these conceptions are affected by local (national) and global trends. *Yaish's* research interests lie in social stratification and mobility, and he has published papers on attitudes to inequality.

**USA:** Guillermina Jasso (PI)

Jasso has worked extensively on the theoretical and empirical analysis of justice and fairness, on inequality and its link to justice and other individual and social outcomes, on factorial survey methods, and on survey methods in general. Her contributions include mathematical formulas for justice evaluation and for the effects of inequality and poverty on overall injustice, connecting inequality between persons (such as that measured by the Gini coefficient) and inequality between subgroups (such as gender and ethnic gaps), developing the basic factorial survey method, and designing and directing (as one of four principal investigators) the first longitudinal survey of a probability sample of new legal immigrants to the United States, an effort funded by the U.S. National Institutes of Health that included interviews with over 20,000 persons in 95 languages.

## 5 Dissemination

We are convinced that the ESS is an invaluable source of information, not only for scientists, but also for policy makers, politicians, journalists, the media, and the wider public. As social scientists, we profit tremendously from the existence of the ESS and therefore feel indebted to help the ESS gain the scientific and public recognition it requires and deserves in order to fulfill its mission for years to come. We are convinced of the importance of a wide range of dissemination activities that raise awareness of the ESS and the opportunities that arise with the publication of the data from our module. Therefore, our dissemination strategy not only will address the scientific community, but also intends to develop formats to inform policy makers, the media, and the wider public as a whole.

We expect that Round 9 data will be released via the ESS website in October 2019 and that we would have access to data about one month before the final data release in order to

check and explore the provisional dataset. As soon as the data are made available, the core research group behind this ESS module will meet for a 3-day workshop at the University of Bielefeld in order to extensively explore the data. This will provide us with the opportunity to consider and plan our publication and dissemination activities and to begin working on our analyses.

As a first step, we would produce comprehensive descriptive analyses for an issue of the ESS Topline Findings series based on the module. This is likely to entail country-specific profiles of each country's understanding of social justice and evaluation of social inequalities, which can then be compared across all countries that participated in Round 9. In addition, the national teams will collaborate for the preparation of press information to be released in conjunction with the Round 9 data. Members of our team will present and discuss key findings and further dissemination plans at an SAB meeting. They will also present findings from the module (e.g., based on the content of the ESS Topline Findings booklet) at a policy seminar organized by the CST at institutions such as the European Parliament or the OECD. In addition, we plan to hold similar public seminars in the home country of each team member. We assume and expect that the topic of our module will be of great interest not only for academics, but also for policy makers, civil society actors, and the wider public and is therefore likely to generate widespread interest in the media. We will also explore ways to present and spread the information as general-audience pieces and in multi-media form for social media formats.

About 6 months after the release of the data, another workshop will be organized in Vienna, to which additional scholars in the field will be invited, to develop a joint book project on "Social Justice in Europe," based on the ESS module. At the seminar, first drafts of papers covering various aspects of the module will be discussed. We will propose this volume to Springer Publishers, which is currently developing a concentration on this field of research and this topic, offering empirical analyses of up-to-date European data. It will fit perfectly in the series as a sequel to two conceptual overviews of the state of the art. Stefan Liebig has contributed to the *Handbook of Social Justice Theory and Research*, edited by Clara Sabagh and Manfred Schmitt (Springer, 2016), and Bernhard Kittel is co-editor, with Stefan Traub, of *Needs-based Distributional Justice— An Interdisciplinary Perspective* (Springer, in preparation, expected 2017). Moreover, the University of Vienna has an open-access contract with Springer for scientific work carried out by its staff members.

Within 3 years of the release of data, we expect to have more than one article accepted for publication in a peer-reviewed journal based on our proposed module. As outlined above, the project teams will be able to start data analysis as soon as the data become available. These teams will produce papers to be presented at the large international conferences in sociology (ESA, ISA), political science (ECPR, EPSA, IPSA), and economics (EEA) as well as the next suitable conference of International Society for Justice Research (ISJR) in 2020. They intend to submit these papers to the top general journals in their respective fields (e.g., ASR, AJS, ESR, SF, AJPS, APSR, EJPR, EER, JEEA). One article is planned describing the data and underlying theoretical rationale, presenting early key findings and outlining further analysis opportunities, similar to Huppert et al. (2009) in their presentation of the ESS Well-Being module.

Beyond the specific activities already outlined here, the use of the data is likely to be enhanced and supplemented by further research initiatives. The project team will propose a selected subset of the questions outlined in this proposal for inclusion in the US General Social Survey (submission deadline: June 30, 2016). Depending on a successful review of both proposals, this would open up a whole range of possibilities for comparisons between the US and Europe and would also be likely to attract attention and new data users for the ESS in the US. In addition, contributing research teams are currently engaged in large-scale cooperative research programs focusing on aspects of social justice (Bielefeld – LINOS-panel study group; Vienna: DFG Research Group 2104(FOR 2104) "Needs-based Justice and Dis-

tribution Procedures,” 2015—up to 6 years, conditional on positive evaluations). The ESS module will greatly enlarge the analytical scope of these research programs, making it likely that the module will be used per se and in conjunction with other data sources for a long time to come.

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## CVs of QDT Members

*Guillermina Jasso (USA)*

### **Affiliation and address**

New York University, Department of Sociology, Puck Building, 295 Lafayette St., 4th Floor, New York, NY 10012, USA.

Telephone: +1-212-998-8368; E-mail: gj1@nyu.edu

### **Research areas**

Basic sociobehavioral theory, distributive justice, status, inequality and stratification, international migration, probability distributions, mathematical methods for theoretical analysis, factorial survey methods for empirical analysis

### **Academic degrees**

PhD in Sociology from Johns Hopkins University (*An Empirical Investigation of Distributive Justice: The Case of Earned Income*, 1974)

MA in Sociology from the University of Notre Dame (*Replicative Research in Sociology*, 1970)

### **Occupational career after final degree**

New York University (Silver Professor, since 2008; Professor of Sociology, since 1991; Chair of the Department of Sociology, 2012–15)

University of Iowa (Professor of Sociology, 1987–1991)

University of Minnesota (Associate to Full Professor of Sociology, 1982–86)

University of Michigan (Assistant Professor of Sociology, 1980–82; Director of Research, U.S. Select Commission on Immigration and Refugee Policy, 1979/80; Special Assistant to the Commissioner, U.S. Immigration and Naturalization Service, 1977–79)

Barnard College and Columbia University (Assistant Professor, 1974–77)

### **Recent research projects**

The New Immigrant Survey (1995–2014). U.S. National Institutes of Health, Co-PI for entire project, PI for subaward to New York University ([nis.princeton.edu](http://nis.princeton.edu))

### **Selected publications**

Jasso, G., Törnblom, K., & Sabbagh, C. (2016). Distributive Justice. In C. Sabbagh & M. Schmitt (Eds.), *Handbook of Social Justice Theory and Research*. New York: Springer (in press).

Jasso, G. (2015). Thinking, Saying, Doing in the World of Distributive Justice. *Social Justice Research*, 28(4), 435–478.

Jasso, G. (2011). Migration and Stratification. *Social Science Research*, 40(5), 1292–1336.

Jasso, G., & Kotz, S. (2008). Two Types of Inequality: Inequality Between Persons and Inequality Between Subgroups. *Sociological Methods & Research*, 37(1), 31–74.

Jasso, G. (2008). A New Unified Theory of Sociobehavioural Forces. *European Sociological Review*, 24(4), 411–434.

Jasso, G. (1999). How Much Injustice Is There in the World? Two New Justice Indexes. *American Sociological Review*, 64(1), 133–168.

Jasso, G. (1980). A New Theory of Distributive Justice. *American Sociological Review*, 45(1), 3–32.

Jasso, G. (1978). On the Justice of Earnings: A New Specification of the Justice Evaluation Function. *American Journal of Sociology*, 83(6), 1398–1419.

*Bernhard Kittel (Austria)*

### **Affiliation and address**

University of Vienna, Department of Economic Sociology, Oskar-Morgenstern-Platz 1, 1090 Vienna, Austria, Telephone: +43-1-4277-38-311; E-mail: bernhard.kittel@univie.ac.at

## Research areas

Group decision making, social justice, voting, experimental sociology, methods of comparative research, welfare state and unemployment

## Academic degrees

PhD in Political Science from the University of Vienna (*Modern Nationalism: On the Theory of Political Integration*, 1995)

## Occupational career after final degree

University of Vienna (Professor of Economic Sociology [Chair], since 2012)

University of Oldenburg (Professor of Methods of Social Science Research [Chair], 2006–12)

University of Amsterdam (Professor of Sociology, Empirical Research Methods, 2003–06)

University of Bremen (Junior Professor of Social Policy, 2002/03)

Max Planck Institute for the Study of Societies, Cologne (Research fellow, 2001/02)

University of Vienna, Department of Sociology (Lecturer and researcher, 1994–2001)

## Recent research projects

Project	Duration	Client/ sponsor	Host/con- sortium lead	Task
DFG Research Group 2104 “Needs-Based Justice and Distribution Procedures”	2015– 2018	DFG/ FWF	HSU Ham- burg	Leader of Project B1 “Dis- tribution Preferences and Needs in Networks”
Cultural Pathways to Economic Self-Sufficiency and Entrepreneurship: Family Values and Youth Unemployment in Europe	2014– 2018	DG Res (FP7)	Heidelberg University	Principal Investigator, Work Package Leader
Collaborative Research Center 597 “Transformations of the State”	2007– 2013	DFG	University of Bremen	Principal Investigator, Leader of Project D6: “Transformations of the State as an Employer”

## Selected publications

Lorenz, J., Rauhut, H., & Kittel, B. (2015). Majoritarian Democracy Undermines Truth-Finding in Deliberative Committees. *Research & Politics*, 2(2), 1–10.

Kittel, B., Paetzel, F., & Traub, S. (2015). Competition, Income Distribution, and the Middle Class: An Experimental Study. *Journal of Applied Mathematics*. doi:10.1155/2015/303912

Gottschall, K., Kittel, B., Briken, K., Heuer, J.-O., Hils, S., Streb, S., & Tepe, M. (2015). *Public Sector Employment Regimes: Transformations of the State as an Employer*. Houndmills: Palgrave Macmillan.

Kittel, B., Luhan, W. J., & Morton, R. (2014). Communication and Voting in Multi-Party Elections: An Experimental Study. *The Economic Journal*, 124(574), F196–F225.

Kittel, B., & Luhan, W. (2013). Decision Making in Networks: An Experiment on Structure Effects in a Group Dictator Game. *Social Choice and Welfare*, 40(1), 141–154.

Kittel, B., Luhan, W., & Morton, R. (Eds.) (2012). *Experimental Political Science: Principles and Practices*. Houndmills: Palgrave Macmillan.

Tepe, M., Gottschall, K., & Kittel, B. (2010). A Structural Fit Between States and Markets? Public Administration Regimes and Market Economy Models in the OECD. *Socio-Economic Review*, 8(4), 653–684.

Opp, K.-D., & Kittel, B. (2010). The Dynamics of Political Protest: Feedback Effects and Interdependence in the Explanation of Protest Participation. *European Sociological Review*, 26(1), 97–109.



Stefan Liebig (Germany)

### Affiliation and address

Bielefeld University, Department of Sociology, P.O. Box 100131, 33501 Bielefeld, Germany  
Telephone: +49-521-106-4616; E-mail: stefan.liebig@uni-bielefeld.de

### Research areas

Empirical social justice research, social stratification and inequality, survey methodology, methods of comparative attitude research, sociology of organizations

### Academic degrees

Habilitation at the Ludwig Maximilian University of Munich (*Reconstruction of the Conditions of Collective Morality*, 2004)

PhD in Sociology from the Humboldt University of Berlin (*Social Justice Research and Justice in Organizations*, 1997)

### Occupational career after final degree

Bielefeld University (Professor of Sociology, Social Inequality and Stratification, since 2008)

University of Duisburg-Essen (Professor of Sociology, Social Inequality and Stratification, 2006–08)

University of Trier (Professor of Sociology, Empirical Research Methods, 2005/06)

University of Duisburg-Essen (Deputy Professor of Sociology, 2004/05)

Humboldt University of Berlin (Head of the Junior Research Group on “Interdisciplinary Social Justice Research,” funded by the Volkswagen Foundation, 1998–2004)

### Recent research projects

Project	Duration	Client/ sponsor	Host/con- sortium lead	Task
Structural Conditions of Justice Attitudes over the Lifespan I + II	2011–19	DFG	Bielefeld University	Principal Investigator
European Social Survey: German Survey	2016/17	Fed. Min. of Educ. and Res.	Bielefeld University	National Coordinator

### Selected publications

Liebig, S., & Sauer, C. (2016). Sociology of Justice. In C. Sabbagh & M. Schmitt (Eds.), *Handbook of Social Justice Theory and Research* (pp. 37–59). New York: Springer.

Liebig, S., Sauer, C., & Friedhoff, S. (2015). Using Factorial Surveys to Study Justice Perceptions: Five Methodological Problems of Attitudinal Justice Research. *Social Justice Research, 28*(4), 415–434.

Liebig, S., May, M., Sauer, C., Schneider, S., & Valet, P. (2015). How Much Inequality of Earnings Do People Perceive as Just? The Effect of Interviewer Presence and Monetary Incentives on Inequality Preferences. *Methods, Data, Analyses, 9*(1), 57–86.

Baumert, A., Beierlein, C., Schmitt, M., Kemper, C. J., Kovaleva, A., Liebig, S., & Rammstedt, B. (2014). Measuring Four Perspectives of Justice Sensitivity With Two Items Each. *Journal of Personality Assessment, 96*(3), 380–390.

Schnaudt, C., Weinhardt, M., Fitzgerald, R., & Liebig, S. (2014). The European Social Survey: Contents, Design, and Research Potential. *Schmollers Jahrbuch, 134*(4), 487–506.

Rammstedt, B., Beierlein, C., Brähler, E., Eid, M., Hartig, J., Kersting, M., Liebig, S., Lukas, J., Mayer, A.-K., Menold, N., Schupp, J., & Weichselgartner, E. (2014). *Quality Standards for the Development, Application, and Evaluation of Measurement Instruments in Social Science Survey Research* (RatSWD Working Paper No. 245). Berlin: German Data Forum.

Liebig, S., Sauer, C., & Schupp, J. (2012). The Justice of Earnings in Dual-Earner Households. *Research in Social Stratification and Mobility, 30*(2), 219–232.

Liebig, S., & Mau, S. (2007). When Is a Taxation System Just? Attitudes Towards General Taxation Principles and Towards the Justice of One's Own Tax Burden. In S. Mau & B.

Veghte (Eds.), *Social Justice, Legitimacy and the Welfare State* (pp. 97–122). Aldershot/Burlington, VT: Ashgate.

*Arye Rattner (Israel)*

### **Affiliation and address**

University of Haifa, Department of Sociology, Mount Carmel, Haifa, 31905, Israel  
Telephone: +972-4-824-9243; E-mail: arattner@univ.haifa.ac.il

### **Research areas**

Attitude research, empirical social justice, measuring trust and legitimacy, crime and deviance, quantitative criminology

### **Academic degrees**

PhD in Criminology, Sociology and Public Administration from Ohio State University (1983)

### **Occupational career after final degree**

Humboldt University of Berlin, Institute of Social Sciences (Mercator Fellowship, 2012–13)

Humboldt University of Berlin, Institute of Social Sciences (Visiting Professor, 2010)

University of Haifa, Department of Sociology and Anthropology (Professor of Sociology and Criminology, since 2006)

University of Haifa, Faculty of Social Sciences (Dean, 2001–06)

University of Haifa, Center for the Study of Crime Law and Society (Director, since 1998)

### **Recent research projects**

Project	Duration	Client/ sponsor	Host/con- sortium lead	Task
Longitudinal project on trust and legitimacy	2000– 2015	Israeli Science Foundation	University of Haifa	Principal Investigator

### **Selected publications**

Factor, R., Castillo, J. C., & Rattner, A. (2014). Procedural Justice, Minorities, and Religiosity. *Police Practice and Research: An International Journal*, 15(2), 130–142.

Rattner, A., Turjeman, H., & Fishman, G. (2008). Public Versus Private Defense: Can Money Buy Justice? *Journal of Criminal Justice*, 36(1), 43–49.

Rattner, A., & Portnov, B. (2007). Distance Decay Function in Criminal Behavior: A Case of Israel. *The Annals of Regional Science*, 41(3), 673–688.

Fishman, G., Rattner, A., & Turjeman, H. (2006). Sentencing Outcomes in a Multinational Society: When Judges, Offenders and Victims Can Be Either Arabs or Jews. *European Journal of Criminology*, 3(1), 69–84.

Rattner, A., & Yagil D. (2004). Taking the Law into One's Own Hands on Ideological Grounds. *International Journal of the Sociology of Law*, 32(1), 85–102.

Portnov, B., & Rattner, A. (2004). Investigating the Effect of Inter-Urban Income Disparities on Crime Rates in Israel. *Scienze Regionali*, 4(1), 87–108.

Herzog, S., & Rattner, A. (2004). Public Perceptions of Crime Seriousness in Israel: Native-Born Versus New Immigrants. *International Journal of the Sociology of Law*, 31(4), 323–341.

Rattner, A., Yagil, D., & Sherman-Sega, C. (2003). The Sense of Entitlement to Violate the Law: Legal Disobedience as a Public Versus a Private Reaction. *Social Behavior and Personality*, 31(6), 545–556.

István György Tóth (Hungary)

### Affiliation and address

Tarki Social Research Institute, Budaörsi út 45, 1112 Budapest, Hungary  
Telephone: +36-1-309-7676; E-mail: toth@tarki.hu

### Research areas

Income distribution, economics and sociology of the welfare state, attitudes, values, social policy

### Academic degrees

PhD in Sociology from the Budapest University of Economics and Public Administration (2003)

### Occupational career after final degree

Tarki Social Research Institute, Budapest (Deputy, 1994; Director, since 1995)

Corvinus University of Budapest (Affiliate Professor, since 2006)

Budapest University of Economic Sciences (Assistant Professor, 1986; Lecturer, since 1996)

OECD, Paris (Consultant, 1993)

Visiting scholarships: London School of Economics, London (1986/87), Institute for Social Sciences, Vienna (1996), University of Amsterdam, AIAS (2013)

### Recent research projects

Project	Duration	Client/sponsor	Host/consortium lead	Task
Privatisation and Mortality in Post-Communism: A Multi-Level Indirect Demographic Analysis (PrivMort)	2011–17	ERC	Univ. Cambridge	Co-investigator and coordinator of fieldwork in the four countries, quality assurance
Inclusive Growth Research Infrastructure Diffusion (InGRID)	since 2014	DG Res (FP7)	KU Leuven	Leader of Poverty and Living Conditions Pillar, member of Steering Committee
Poverty Reduction in Europe: Social Policy and Innovation (ImPRovE)	2012–16	DG Res (FP7)	University of Antwerp	Member of the Board and Lead Researcher
Growing Inequalities Impacts (GINI)	2010–14	DG Res (FP7)	Univ. of Amsterdam	Member of the Board and Lead Researcher
Tárki Household Monitor series	1992–2016	Various	Tarki	Principal Investigator

### Selected publications

Förster, M. F., & Tóth, I. G. (2015). Cross-Country Evidence of the Multiple Causes of Inequality Changes in the OECD Area. In A. B. Atkinson & F. Bourguignon (Eds.), *Handbook of Income Distribution, Vol. 2B* (pp. 1729–1843). Oxford/Amsterdam: North-Holland.

Tóth, I. G. (2014). Revisiting Grand Narratives of Growing Income Inequalities: Lessons from 30 Country Studies. In W. Salverda, B. Nolan, D. Checchi, I. Marx, A. McKnight, I. G. Tóth, & H. G. v. d. Werfhorst (Eds.), *Changing Inequalities & Societal Impacts in Rich Countries: Thirty Countries' Experiences* (pp. 11–47). Oxford: Oxford University Press.

Tóth, I. G., & Keller, T. (2013). Income Distribution, Inequality Perceptions, and Redistributive Preferences in European Countries. In J. C. Gornick & M. Jäntti (Eds.), *Income Inequality: Economic Disparities and the Middle Class in Affluent Countries* (pp. 173–203). Stanford: Stanford University Press.

Tóth, I. G., Horn, D., & Medgyesi, M. (2014). Rising Inequalities: Will Electorates Go for Higher Redistribution? In W. Salverda, B. Nolan, D. Checchi, I. Marx, A. McKnight, I. G. Tóth, & H. G. v. d. Werfhorst (Eds.), *Changing Inequalities & Societal Impacts in Rich Countries: Thirty Countries' Experiences* (pp. 195–217). Oxford: Oxford University Press.

Tóth, I. G. (2008). The Demand for Redistribution: A Test on Hungarian Data. *Czech Sociological Review*, 44(6), 1063–1087.