

The Chinese University of Hong Kong
Department of Sociology
Second Term 2019 – 2020
SOCI 3002 SOCIAL STRATIFICATION
Friday 9:30 – 11:15 a.m. FYB LT4

Instructor: Dr. OR Tsz Ming (柯子明)
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Course Description

This course discusses principles of allocation and reallocation of valuable social resources among different sectors of the population. Topics include fundamental concepts of social stratification, historical development of social inequality, classical and contemporary theories of class, social mobility, contradiction between equality and equity, implications of labour market segmentation and globalization on social equality.

Objectives

This course will review some of the classical and contemporary approaches to understanding the differential distribution of valued goods and the social processes. Students are encouraged to critically think of and discuss about the following issues:

1. the forms and sources of social inequality;
2. contemporary class structure and class schemas;
3. the process of social mobility and social reproduction;
4. the effects and consequences of class on lifestyle, association patterns, life chances, political action and subjective identification;
5. the future of stratification.

Assessment

Tutorial Presentation and Class Participation	25%
Take-home Mid-term Test (<i>due on 5 Mar, 5:00 pm</i>)	25%
Report on Small-scale Research Exercise (<i>due on 14 Apr, 5:00 pm</i>)	25%
Final Written Assignment (<i>due on 4 May, 5:00 pm</i>)	25%

Tutorial Presentation and Discussion (25%)

Students are required to make *one group presentation* on one topics and *one group responses* to other group presentation. Guiding questions for tutorial presentation will be given to students two weeks before the tutorials are held.

Please go to the following webpage for enrolment to tutorial:
http://www.soc.cuhk.edu.hk/Enrollment_to_Tutorial.html

Take-home Mid-term Test (25%)

Students have to choose one (out of two) essay-type questions to write/answer. The question paper will be delivered at the lecture on 28 Feb. *Remember to upload the answer to the VeriGuide system and attach the signed receipt before submission.*

Total Length of the Test: 1,200-1,600 words in *English* or 1,800-2,400 words in *Chinese*
(hard copy only, double space, double side, 12 font)

Due Date: **5 Mar (before 5:00 pm)**

Report on Small-scale Research Exercise (25%)

Students have to form *a group of two* to conduct a small-scale research exercise (details can be found in page 9 & 10 of this outline). They have to write a report on their findings and integrate them to concepts and theories learnt in the lectures tutorials and assigned readings.

Total Length of the Report: 1,600-2,000 words in *English* or 2,400-3,000 words in *Chinese*
(hard copy only, double space, double side, 12 font)

Due Date: **14 Apr (before 5:00 pm)**

Final Written Assignment (25%)

Students have to choose one (out of two) topic/questions to write.

Total Length of the Essay: 1,200-1,600 words in *English* or 1,800-2,400 words in *Chinese*
(hard copy only, double space, double side, 12 font)

Due Date: **4 May (before 5:00 pm)**

Submission of Take-home Mid-term Test, Research Report & Final Written Assignment

1. Please submit the hard copy of your answer book or assignment to the Collection Box at the General Office of Sociology Department (Room 431, 4/F., Sino Building). No electronic submission will be accepted.
2. Late submission will result in the loss of one sub-grade per day (i.e. from B+ to B).

Other Requirements

1. Please state clearly *the course code, course name, teacher's name, your full name (both Chinese and English), student ID, major subject, date and word counts* on the first page of your essay. Please add *page number* as well.
2. Be sure to SAVE all files of your essay and keep backups for yourself. Please save your file in the following format so that we can easily identify you when downloading the zip files from Veriguide:

surname + first name + assignment type (e.g. Chan_Taiman_Final_Assignment.doc)

3. Please do NOT use file or folder. Stapling is fine.

4. You **MUST** acknowledge all printed/multi-media/online reference materials (books, TV programmes, magazines, other newspapers, online news, Internet websites and all other reference and all other reference materials) in your essay. Both **in-text citation** and **bibliography/reference section** at the end of essay are required. *Plagiarisms will be severely penalized.*
5. Remember to attach the signed receipt from VeriGuide with your essay. *Essays without the receipt cannot be graded by teachers.* Save the file of the receipt by using your surname and first name in the above format (see point 2).

Academic Honesty

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at: <http://www.cuhk.edu.hk/policy/academichonesty/> .

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

For assignments in the form of a computer-generated document that is principally text-based and submitted via the plagiarism detection engine, VeriGuide, the declaration, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. *Assignments without the receipt cannot be graded by teachers.*

Grade Descriptors

A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes.
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirement.

Course Schedule

** are required readings. # are those related to tutorial presentation. The others are recommended.*

Week 1: Introduction (10 Jan)

* Scott, John. 2002. "Social Class and Stratification in Late Modernity." *Acta Sociologica* 45(1): 23-35.

Crompton, Rosemary. 2008. *Class and Stratification (3rd ed.)*. Cambridge: Polity. Chapter Two "Approaches to Class and Stratification Analysis", pp. 8-26.

Week 2: Classical Approaches: Marx vs. Weber (10 & 17 Jan)

* Bottero, Wendy. 2005. *Stratification: Social Division and Inequality*. Oxon: Routledge. Chapter Three: Founding Ideas, pp. 33-51.

(this article can be downloaded at CUHK library:

https://julac.hosted.exlibrisgroup.com/permalink/f/1fusua3/CUHK_IZ51974111270003407)

Marx, Karl. 2001 [1963/1969] "Alienation and Social Classes," "Classes in Capitalism and Pre-Capitalism," and "Value and Surplus Value." Pp. 87-91, 91-101, 103-105 in *Social Stratification: Class, Race and Gender in Sociological Perspective (2nd ed.)*, edited by David Grusky. Boulder: Westview Press.

Weber, Max. 2001 [1946/1947/1958/1968] "Class, Status, Party," "Status Groups and Classes," and "Open and Closed Social Relationships". Pp. 132-42, 142-5, 146-9 in *Social Stratification: Class, Race and Gender in Sociological Perspective (2nd ed.)*, edited by David Grusky. Boulder: Westview Press.

Crompton, Rosemary. 2008. *Class and Stratification (3rd ed.)*. Cambridge: Polity. Chapter Three: Class Analysis: the Classic Inheritance and its Development in the Twentieth Century, pp. 27-48.

Chinese New Year Holiday (24 Jan)

Week 3: John Goldthorpe and the Weberian Approaches (31 Jan)

* Breen, Richard. 2005. "Foundations of a Neo-Weberian Class Analysis." Pp. 31-50 in *Approaches to Class Analysis*, edited by Erik Olin Wright. New York: Cambridge University Press. (this article can be downloaded at CUHK library: <http://library.cuhk.edu.hk/record=b2598008~S15>)

Goldthorpe, John. 1987. *Social Mobility and Class Structure in Modern Britain (2nd ed.)*. Oxford: Clarendon Press. Pp. 40-43.

Erikson, Richard and John Goldthorpe. 1992. *The Constant Flux: A Study of Class Mobility in Industrial Societies*. Oxford: Clarendon Press. Pp. 35-37.

Goldthorpe, John. 1982. "On Service Class, Its Formation and Future." Pp. 162-85 in *Social Class and the Division of Labour*, edited by Anthony Giddens and Gavin Mackenzie. Cambridge: Cambridge University Press.

Tutorial Session One: Arrangement for Group Presentation

Week 4: E. O. Wright and the Marxist Approaches (7 Feb)

* Wright, Erik Olin. 2005. "Foundations of a Neo-Marxist Class Analysis." Pp. 4-30 in *Approaches to Class Analysis*, edited by Erik Olin Wright. New York: Cambridge University Press. (this article can be downloaded at CUHK library: <http://library.cuhk.edu.hk/record=b2598008~S15>)

Wright, Erik Olin. 2001[1984]. "A General Framework for the Analysis of Class Structure." Pp. 116-28 in *Social Stratification: Class, Race and Gender in Sociological Perspective (2nd ed.)*, edited by David Grusky. Boulder: Westview Press.

Wright, Erik Olin. 1997. *Class Counts: Comparative Studies in Class Analysis*. Cambridge: Cambridge University Press. Chapter One: Class Analysis, pp. 1 - 42.

Wright, Erik Olin. 1999. "The Middle Class in Marxist and Weberian Class Analysis." Pp. 51-79 in *East Asian Middle Classes in Comparative Perspective*, edited by in Hsin-Huang Michael Hsiao, Taipei: Institute of Ethnology, Academia Sinica.

Tutorial Session Two: The Middle Classes in Hong Kong

* Chan, Annie Hau-nung. 2000. "Middle-Class Formation and Consumption in Hong Kong." Pp. 98-134 in *Consumption in Asia: Lifestyle and Identities*, edited by Beng-Huat Chua, London: Routledge.

* Lui, Tai-lok. 2003 "Rearguard Politics: Hong Kong's Middle Classes", *The Developing Economies* 41(2): 161-83.

* Wong, Yi-Lee. 2005. "A Unified Middle Class or Two Middle Classes? A Comparison of Career Strategies and Intergenerational Mobility Strategies between Teachers and Managers in Contemporary Hong Kong", *The British Journal of Sociology* 55(2): 167-86.

Week 5: Pierre Bourdieu and the Culturalist Approach I: Education and Social Reproduction (14 Feb)

* Swartz, David. 1977. "Pierre Bourdieu: The Cultural Transmission of Social Inequality." *Harvard Educational Review* 47(4): 545-555.

Bourdieu, Pierre. 1973. "Cultural Reproduction and Social Reproduction." Pp.71-112 in *Knowledge, Education and Cultural Change*, edited by Richard Brown. London: Tavistock Publications.

Goldthorpe, John. 1996. "Class Analysis and the Reorientation of Class Theory: The Case of Persisting Differentials in Educational Attainment." *The British Journal of Sociology*, 47(3): 481-505.

Swartz, David. 1997. *Culture and Power: the Sociology of Pierre Bourdieu*. Chicago: Chicago University Press. Chapter Eight "Education, Culture and Social Inequality", pp. 189-217. (also recommended: Chapter Seven "Social Classes and the Struggle for Power", pp. 143-188)

Tutorial Session Three: Education and Social Reproduction in Hong Kong

* Wu, Xiaogang. 2007. "Family Resources and Educational Stratification: The Case of Hong Kong, 1981-2001." *Social Transformations in Chinese Societies* 3: 177-205. (this article can be downloaded from: http://works.bepress.com/xiaogang_wu/16/)

* Tsang, Wing-Kwong. 2011. "English as Cultural Capital for Educational Advancement in a Post-Colonial Society." Pp. 93-134 in *Hong Kong Divided? Structures of Social Inequality in the Twenty-First Century*, edited by Stephen Wing-kai Chiu and Siu-lun Wong. Hong Kong: Hong Kong Institute of Asia-Pacific Studies, the Chinese University of Hong Kong.

* Lee, Trevor Tsz-lok and Stephen Wing-kai Chiu. 2016. "Curriculum Reform and the Social Class Achievement Gap." *Social Transformation in Chinese Societies* 12(2): 148-165.

Week 6: Pierre Bourdieu and the Culturalist Approach II: Consumption Patterns and Cultural Distinction (21 Feb)

* Weininger, Elliot. 2005. "Foundations of Pierre Bourdieu's Class Analysis." Pp. 82-118 in *Approaches to Class Analysis*, edited by Erik Olin Wright. New York: Cambridge University Press. (this article can be downloaded at CUHK library: <http://library.cuhk.edu.hk/record=b2598008~S15>)

Bourdieu, Pierre. 2001 [1984]. "Distinction: A Social Critique of the Judgment of Taste." Pp. 499-525 in *Social Stratification: Class, Race and Gender in Sociological Perspective (2nd ed.)*, edited by David Grusky. Boulder: Westview Press.

Peterson, Richard and Roger Kern. 1996. "Changing Highbrow Taste: From Snob to Omnivore." *American Sociological Review* 61(5): 900-907.

Ma, Eric Kit-wai. 2001. "The Hierarchy of Drinks: Alcohol and Social Class in Hong Kong." Pp. 117-139 in *Consuming Hong Kong*, edited by Gordon Mathews and Tai-lok Lui. Hong Kong: Hong Kong University Press. (this article can be downloaded at CUHK library: https://julac.hosted.exlibrisgroup.com/permalink/f/1h1uk14/TN_pq_ebook_centralEBC677302)

Week 7: Social Mobility and Opportunity Structure (28 Feb)

(the question paper of the take-home mid-term test will be delivered at this lecture)

* Breen, Richard and David Rottman. 1995. *Class Stratification: a Comparative Perspective*. New York: Harvester Wheatsheaf. Chapter Five: Social Mobility, pp. 98-122.

Erikson, Robert and John Goldthorpe. 1992. "Trends in Class Mobility: the Post-War European Experience." Pp. 344-72 in *Social Stratification: Class, Race and Gender in Sociological Perspective (2nd ed.)*, edited by David Grusky. Boulder: Westview Press.

Erikson, Robert and John Goldthorpe. 2002. "Intergenerational Inequality: A Sociological Perspective." *Journal of Economic Perspectives* 16(3): 31-44.

Treiman, Donald. 2001. "Occupations, Stratification, and Mobility." Pp. 297-313 in *The Blackwell Companion to Sociology*, edited by Judith Blau. Oxford: Blackwell. (this article can be downloaded at CUHK library: https://julac.hosted.exlibrisgroup.com/permalink/f/1h1uk14/TN_pq_ebook_centralEBC351506)

Tutorial Session Four: Social Mobility in Hong Kong

* Wong, Thomas W. P. and Tai-lok Lui. 1992. "Reinstating Class: A Structural and Developmental Study of Hong Kong Society." *Occasional Paper No. 10, Social Sciences Research Centre, The University of Hong Kong*. Pp. 23-54, 80-81.

* Lui, Tai-lok. 2009. "Hong Kong's Changing Opportunity Structures: Political Concerns and Sociological Observations." *Social Transformations in Chinese Societies* 5: 141-63.

* Wong Yi-Lee & Anita Koo (2016) "Is Hong Kong no longer a Land of Opportunities after the 1997 Handover?" *Asian Journal of Social Science* 44: 516-545.

Week 8: Social Networks and Social Capital (6 Mar)

* Lin, Nan. 1999. "Building a Network Theory of Social Capital." *Connections* 22(1): 28-51. (this article can be downloaded from: <http://www.insna.org/PDF/Keynote/1999.pdf>)

Coleman, James. 1988. "Social Capital in the Creation of Human Capital." *The American Journal of Sociology*, 94(Supplement): S95-S120.

Granovetter, Mark. 1973. "The Strength of Weak Ties." *The American Journal of Sociology* 78(6): 1360-80.

Bottero, Wendy. 2005. *Stratification: Social Division and Inequality*. Oxon: Routledge. Chapter Ten: Someone Like Me, pp.166-85. (this article can be downloaded at CUHK library:https://julac.hosted.exlibrisgroup.com/permalink/f/1fusua3/CUHK_IZ51974111270003407)

Week 9: Poverty and Underclass (13 Mar)

* Wilson, William Julius. 2001[1999]. "Jobless Poverty: A New Form of Social Dislocation in the Inner-City Ghetto." Pp. 340-49 in *Social Stratification: Class, Race and Gender in Sociological Perspective (2nd ed.)*, edited by David Grusky. Boulder: Westview Press.

Hamnett, Chris. 1994. "Social Polarisation in Global Cities: Theory and Evidence." *Urban Studies* 31(3): 401-24.

Morris, Lydia. 1996. "Class, Underclass and the Labour Market." Pp. 184 – 195 in *Conflicts about Class: Debating Inequality in Late Industrialism*, edited by David Lee and Bryan Turner. Essex: Longman.

Devine, Fiona. 1997. *Social Class in American and Britain*. Edinburgh: Edinburgh University Press. Chapter Nine "Social Exclusion", pp. 220-56.

Tutorial Session Five: Social Polarisation and Poverty in Hong Kong

* Chiu, Stephen Wing-kai and Tai-lok Lui. 2004. "Testing the Global City-Social Polarisation Thesis: Hong Kong since the 1990s." *Urban Studies* 41(10): 1863–88.

* Forrest, Ray, Adrienne La Grange and Ngai-ming Yip. 2004. "Hong Kong as a Global City? Social Distance and Spatial Differentiation." *Urban Studies* 41(1): 207-27.

* Lee, Kim-ming, Hung Wong and Kam-ye Law. 2007. "Social Polarisation and Poverty in Global City: The Case of Hong Kong". *China Report* 43(1): 1-30.

Week 10: Class and Political Action (20 Mar)

* Bagguley, Paul. 1995. "Middle-Class Radicalism Revisited," Pp. 293-309 in *Social Change and the Middle Classes*, edited by Tim Bulter and Mike Savage. London: UCL Press.

Manza, Jeff and Clem Brooks. 2007. "Class and Politics," Pp. 201-31 in *Social Class: How Does It Works?*, edited by Annette Lareau and Dalton Conley. New York: Russell Sage Foundation.

Manza, Jeff, Michael Hout and Clem Brooks. 1995. "Class Voting in Capitalist Democracies Since World War II: Dealignment, Realignment, or Trendless Fluctuation?" *Annual Review of Sociology* 21: 137-62.

Goldthorpe, John. 1996. "Class and Politics in Advanced Industrial Societies." Pp. 196-208 in *Conflicts about Class: Debating Inequality in Late Industrialism*, edited by David Lee and Bryan Turner. Essex: Longman.

Week 11: Class and Subjective Identification (27 Mar)

* Savage, Mike, Gaynor Bagnall and Brian Longhurst. 2001. "Ordinary, Ambivalent and Defensive: Class Identities in the Northwest of England." *Sociology* 35(4): 875-92.

Devine, Fiona. 2004. "Talking about Class in Britain," Pp.191-213 in *Social Inequalities in Comparative Perspectives*, edited by Fiona Devine and Mary Waters. Oxford: Blackwell.

Lawler, Stephanie. 2008. *Identity: Sociological Perspectives*. Cambridge: Polity. Chapter Seven "The Hidden Privileges of Identity: On Being Middle Class", pp. 122-42.

Hout, Michael. 2007. "How Class Works: Objective and Subjective Aspects of Class Since the 1970s." Pp. 25-64 in *Social Class: How Does It Works?*, edited by Annette Lareau and Dalton Conley. New York: Russell Sage Foundation.

Reading Week (3 Apr)

Easter Holiday (10 Apr)

Week 12: Conclusion - Is Class Dead? (17 Apr)

*Scott, John. 2001. "If Class is Dead, Why won't it Lie Down?" Pp. 127-46 in *Inclusions and Exclusions in European Societies*, edited by Alison Woodward and Martin Kohli. London: Routledge.

Atkinson, Will. 2007. "Beck, Individualization and the Death of Class: A Critique." *The British Journal of Sociology* 58(3): 349-66.

Goldthorpe, John and Gordon Marshall. 1992. "The Promising Future of Class Analysis: A Response to Recent Critiques." *Sociology* 26(3): 381-400.

Hout, Mike, Clem Brooks and Jeff Manza. 1993. "The Persistence of Classes in Post-Industrial Societies." *International Sociology* 8(3): 259-77.

Guidelines on Small-scale Research Exercise (25%)

Due Date: **14 Apr** (before 5:00 pm)

Please form **a group of two** and select **ONE** of the following questions to report. You might use either Chinese or English.

Word Limits: 1,600 - 2,000 in English, or 2,400 -3,000 in Chinese
(excluding foot/end notes and reference section)

※ Essays of length exceeding 10% of the upper word limit will result in reduction in marks.

1. Conduct two interviews with **parents** of *different class positions*. They should have children either of: a. *primary one or two*; or b. *secondary one or two*. Compare how they helped their children to **choose primary (or secondary) schools** and investigate what types of *resources* were used and mobilized. Each interview should last around 90 minutes.
2. Conduct two interviews with **people over 40** and of *different class positions*. Compare their **mobility experience** (both *inter-generational* and *intra-generational*) and analyze how they ended up in their current class positions. Each interview should last around 90 minutes.
3. Visit the following two **communities/neighborhoods** in Shatin: a. *City One Shatin* (沙田第一城); and b. *Lek Yuen Estate* (瀝源邨) and make observations about these two communities in terms of their **residents' lifestyles**. Compare shops, markets and other facilities in these two communities, describe their respective atmosphere and investigate how they are related to *their class habitus*. Each visit and observation should last not less than 90 minutes.

Tips for Conducting Research

1. Please familiarize yourself with the literature, theories, concepts discussed in lectures, tutorials and assigned readings that are related to your research question.
2. To conduct interviews, you have to make up a list of questions beforehand. Do think twice whether your questions can serve your research purpose. Be flexible during the interview and ready to change the wordings of your questions if your interviewees do not understand what you are looking for, as they are not sociology majors.
3. For interview research, you are advised to record the whole process by some electronic device, though this might be done only with interviewees' consent.
4. For community observation, you are advised to do some research about these communities to sort out their basic facts.
5. For community observation, you have to decide which hours/periods/day can serve your research most.
6. When you make observation in these communities, you are advised to take brief field-notes to record what you have found. You can also stay in café/restaurants/shopping malls for a longer time to observe interactions among their residents.

Guidelines for Writing up Reports

1. Your report should include at least the following *three sections*:
 - a. *basic information* about your interviewees/communities;
 - b. *major findings* of your research exercise;
 - c. *discussion section*: to discuss whether your findings confirm or challenge the claims of theories/research in the lectures/tutorials/readings. This section should make up at least 30% of your report.
2. You can add direct quotations from your interviewees but be aware these will be counted in the word limit.
3. Photos about these communities are welcome but their total number should not exceed six.
4. Make sure that you have made proper citation and reference lists in the report.

Submission of Research Exercise Report

1. Please submit the hard copy (*double space, double side, 12 font*) of your report to the Collection Box at the General Office of Sociology Department (Room 431, 4/F., Sino Building). *No electronic submission will be accepted.*
2. Late submission will result in the loss of one sub-grade per day (i.e. from B+ to B).

Other Requirements

1. Please state clearly *the course code, course name, teacher's name, your full name (both Chinese and English), student ID, major subject, date and word count* on the first page of your report. Please add *page number* as well.
2. Be sure to SAVE all files of your report and keep backups for yourself. Please save your file in the following format so that we can easily identify you when downloading the zip files from Veriguide:

surname + first name + assignment type (e.g. Chan_Taiman_Research_Report.doc)
3. Please do NOT use file or folder. Stapling is fine.
4. You MUST acknowledge all printed/multi-media/online reference materials (books, TV programmes, magazines, other newspapers, online news, Internet websites and all other reference and all other reference materials) in your report. Both **in-text citation** and **bibliography/reference section** at the end of report are required. *Plagiarisms will be severely penalized.*
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