

The Chinese University of Hong Kong
Department of Sociology
Second Term 2020 – 2021
SOCI 3002 SOCIAL STRATIFICATION
Thu 11:30 – 13:15 Online Teaching

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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	35%
Take-home Mid-term Test (<i>due on Mar 10, 5:00 pm</i>)	30%
Report on Small-scale Research Exercise (<i>due on Apr 28, 5:00 pm</i>)	35%

Tutorial Presentation and Discussion (35%)

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

Arrangement of tutorial sign-up will be announced at the first lecture.

Take-home Mid-term Test (30%)

(VeriGuide Assignment Number One)

Students have to choose one (out of two) essay-type questions to write/answer. The question paper will be delivered at the lecture on Mar 4.

Total Length of the Test: 1,400-1,800 words in *English* or 2,100-2,700 words 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.*

Due Date: **Mar 10 (before 5:00 pm)**

Report on Small-scale Research Exercise (35%)

(VeriGuide Assignment Number Two)

Students will 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* (excluding foot/end notes and reference section)

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

Due Date: **Apr 28 (before 5:00 pm)**

Submission of Take-home Mid-term Test & Research Report

1. Upload the soft copy of your assignments to **VeriGuide** on or before the due date. Choose the ***specific assignment numbers*** at the VeriGuide system.
2. Save the file of your assignments in the *following format* so that we can easily identify you when we download the zip files from VeriGuide:

surname + first name + assignment type (e.g. Chan_Taiman_Mid_Term.docx)
3. Late submission will result in the loss of one sub-grade per day (i.e. from B+ to B).
4. Remember to ***sign*** the soft copy of your VeriGuide receipt. Please save your signed VeriGuide receipt in the following format:

surname + first name + assignment_receipt (e.g. Chan_Taiman_Research_Receipt.pdf)

5. Please upload your signed VeriGuide receipt to the ***Blackboard***. We have set up a folder known as “*Collect Assignments VeriGuide Receipt*” in the Blackboard to collect your signed receipt.

Other Requirements

6. 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 assignments. Please add page number as well.

7. Please choose **12 font size** and **double space** in your assignments.
8. Be sure to **SAVE** all files of your assignments and keep backups for yourself.
9. 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 answers. Both **in-text citation** and **bibliography/reference section** at the end of assignments are required. Plagiarisms will be severely penalized.

You might visit the followings links on how to make proper citation & reference:

www.cuhk.edu.hk/soc/citation.pdf

[http://www.cuhk.edu.hk/policy/academichonesty/Chi_htm_files_\(2013-14\)/p03.htm](http://www.cuhk.edu.hk/policy/academichonesty/Chi_htm_files_(2013-14)/p03.htm)

[http://www.cuhk.edu.hk/policy/academichonesty/Eng_htm_files_\(2013-14\)/p03.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng_htm_files_(2013-14)/p03.htm)

[http://www.cuhk.edu.hk/policy/academichonesty/Eng_htm_files_\(2013-14\)/p02b.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng_htm_files_(2013-14)/p02b.htm)

10. Remember to sign the VeriGuide receipt and upload it to the Blackboard. *Assignments 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 4).

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 (14 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.
(this article can be downloaded at CUHK library:
https://julac.hosted.exlibrisgroup.com/permalink/f/1iv15ah/CUHK_IZ511015926970003407)

Week 2: Classical Approaches: Marx vs. Weber (14 & 21 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. 2014. Chapter 14: "Alienation and Social Classes", "Classes in Capitalism and Pre-Capitalism" & "Ideology and Class" Pp. 127-42 in *Social Stratification: Class, Race and Gender in Sociological Perspective (4th ed.)*, edited by David Grusky. Boulder: Westview Press. (this article can be downloaded at CUHK library:
https://julac.hosted.exlibrisgroup.com/permalink/f/1iv15ah/CUHK_IZ511015851870003407)

Weber, Max. 2014 Chapter 18: "Class, Status, Party", "Status Groups and Classes" & "Open and Closed Social Relationships". Pp. 165-82 in *Social Stratification: Class, Race and Gender in Sociological Perspective (4th ed.)*, edited by David Grusky. Boulder: Westview Press.
(this article can be downloaded at CUHK library: see above for the link)

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. (this article can be downloaded at CUHK library: see above for the link)

Week 3: John Goldthorpe and the Weberian Approaches (28 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:
https://julac.hosted.exlibrisgroup.com/permalink/f/1h1uk14/TN_cdi_askewsholts_vlebooks_9781107151680)

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 (4 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: see above for the link)

Wright, Erik Olin. 2014. Chapter 16: "A General Framework for the Analysis of Class Structure." Pp. 149-61 in *Social Stratification: Class, Race and Gender in Sociological Perspective (4th ed.)*, edited by David Grusky. Boulder: Westview Press.
(this article can be downloaded at CUHK library: see above for the link)

Wright, Erik Olin. 1997. *Class Counts: Comparative Studies in Class Analysis*. Cambridge: Cambridge University Press. Chapter One: Class Analysis, pp. 1 - 42.
(this article can be downloaded at CUHK library:
https://julac.hosted.exlibrisgroup.com/permalink/f/3fo5ao/CUHK_IZ511045583960003407)

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.

Chinese New Year Holiday (11 Feb)

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. (this article can be downloaded at CUHK library:
https://julac.hosted.exlibrisgroup.com/permalink/f/114frf6/CUHK_IZ51970591490003407)

* 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 (18 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) (this article can be downloaded at CUHK library: https://julac.hosted.exlibrisgroup.com/permalink/f/3fo5ao/CUHK_IZ511015925770003407)

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. (this article can be downloaded at CUHK library: https://julac.hosted.exlibrisgroup.com/permalink/f/114frf6/CUHK_IZ21817229490003407)

* 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 (25 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: see above for the link)

Bourdieu, Pierre. 2014. Chapter 114: "Distinction: A Social Critique of the Judgment of Taste." Pp. 982-1003 in *Social Stratification: Class, Race and Gender in Sociological Perspective (4th ed.)*, edited by David Grusky. Boulder: Westview Press. (this article can be downloaded at CUHK library: see above for the link)

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: Revision on Class Theories (4 Mar)

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

Week 8: Social Mobility and Opportunity Structure (11 Mar)

* Breen, Richard and David Rottman. 1995. *Class Stratification: a Comparative Perspective*. New York: Harvester Wheatsheaf. Chapter Five: Social Mobility, pp. 98-122.
(this article can be downloaded at CUHK library:
https://julac.hosted.exlibrisgroup.com/permalink/f/114frf6/CUHK_IZ511015855360003407)

Erikson, Robert and John Goldthorpe. 2014. Chapter 52: “Trends in Class Mobility: the Post-War European Experience.” Pp. 453-62 in *Social Stratification: Class, Race and Gender in Sociological Perspective (4th ed.)*, edited by David Grusky. Boulder: Westview Press.
(this article can be downloaded at CUHK library: see above for the link)

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 9: Social Networks and Social Capital (18 Mar)

* Lin, Nan. 1999. “Building a Network Theory of Social Capital.” *Connections* 22(1): 28-51.
(this article can be downloaded from:
<http://faculty.washington.edu/matsueda/courses/590/Readings/Lin%20Network%20Theory%201999.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: see above for the link)

Week 10: Poverty and Underclass (25 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. (this article can be downloaded at CUHK library: https://julac.hosted.exlibrisgroup.com/permalink/ff/3fo5ao/CUHK_IZ511015855390003407)

Devine, Fiona. 1997. *Social Class in America and Britain*. Edinburgh: Edinburgh University Press. Chapter Nine "Social Exclusion", pp. 220-56. (this article can be downloaded at CUHK library: https://julac.hosted.exlibrisgroup.com/permalink/ff/114frf6/CUHK_IZ21819155870003407)

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.

Reading Week (1 Apr)

Week 11: Class and Political Action (8 Apr)

* 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. (this article can be downloaded at CUHK library: https://julac.hosted.exlibrisgroup.com/permalink/ff/114frf6/CUHK_IZ511015855330003407)

Manza, Jeff and Clem Brooks. 2007. "Class and Politics," Pp. 201-31 in *Social Class: How Does It Work?*, edited by Annette Lareau and Dalton Conley. New York: Russell Sage Foundation. (this article can be downloaded at CUHK library: https://julac.hosted.exlibrisgroup.com/permalink/ff/3fo5ao/CUHK_IZ511020953150003407)

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. (this article can be downloaded at CUHK library: see above for the link)

Week 12: Class and Subjective Identification (15 Apr)

* 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. (this article can be downloaded at CUHK library: https://julac.hosted.exlibrisgroup.com/permalink/ff/114frf6/CUHK_IZ21821075100003407)

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 Work?*, edited by Annette Lareau and Dalton Conley. New York: Russell Sage Foundation. (this article can be downloaded at CUHK library: see above for the link)

Week 13: Conclusion - Is Class Dead? (22 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. (this article can be downloaded at CUHK library: https://julac.hosted.exlibrisgroup.com/permalink/ff/3fo5ao/CUHK_IZ511015855300003407)

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 (35%)

Select ONE of the following questions to conduct your research and then report your findings.

1. Conduct two interviews with **parents** of different class positions. They should have children either of: a. *primary one to three*; or b. *secondary one to three*. 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 not less than 45 minutes.
2. Conduct two interviews with **people over 35** 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 not less than 45 minutes

3. Choose **two local films** produced after 2010 with **two characters** from *different class positions in current Hong Kong*. Observe how the directors make **representations and descriptions** on these characters. Compare how these characters of different class positions are represented in these films and explore how they are different in terms of outlook appearance, language & speech, manner & body gesture, lifestyles and any other relevant aspects. You might also discuss whether these representations are accurate and backed up with evidences from real social world.

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 film analysis, be prepared to review the films more than once. It will be good if you can divide the films in different sections/chapters and take note when reviewing these films.

Guidelines for Writing up Reports

1. Your report should include at least the following *three sections*:
 - a. *basic information* about your interviewees/films & their characters;
 - 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 films characters are welcome but their total number should not exceed six.
4. When you describe how these films represent characters from different class positions, please mark the time when these characters appear in the specific scene in format like this (1:05:60) so that we can check it later.
5. Make sure that you have made proper citation and reference lists in the report.