

SAMPLE course outline only
Course contents will vary if taught by different teachers.
Please refer to the course teacher for the actual course content offered in each term.

The Chinese University of Hong Kong
Department of Sociology
SOCI 3002 SOCIAL STRATIFICATION

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Tutor:
Office:
Email:

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 labor 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

Class Participation	30%
Take-home Mid-term Test (<i>due on _____</i>)	30%
Final Scrapbook Project (<i>due on _____</i>)	40%

Class Participation (30%)

The instructor will conduct UReply survey to collect attendance data in weeks she randomly chooses. One missing in UReply attendance will cost the student 6%. Five times of missing will cost the student's all participation score.

Take-home Mid-term Test (30%)

Students will receive two essay questions in this take-home mid-term exam. They will **choose one** of the two to answer. They have **one week** to finish it independently, without discussing with other students. The questions will be revealed on blackboard. The questions will be answered in ENGLISH, and the word limit is 500 per question. Exceeding 10% of the upper word limit will result in reduction in score.

The answers will be uploaded to *veriguide* for plagiarism scan.

Final Scrapbook Project (40%)

Students will find 5 newspaper articles that center on one theme related to a week's lecture. These articles can be found in *New York Times*, *The Guardian*, and *South China Morning Post*, all of which are available in our library database. Using Open-Source Software *Obsidian*, they will mark the text of the articles to find shared concepts and concept structure and present that as a network. See the very end of this syllabus for an example.

Then, discuss the generated concept network with the corresponding week's theoretical arguments. The student can discuss whether the articles align with what the theoretical arguments indicate, and they can also discuss where they don't align. This final is therefore a two-part exercise: a concept network & an essay explaining it. The essay has a word limit of 500.

The answers will be uploaded to *veriguide* for plagiarism scan.

Submission of Take-home Mid-term Test & Final Project

1. Upload the soft copy of your assignments to *VeriGuide* on or before the due date. Choose the *specific assignment type (midterm or final)* 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_hm_files_\(2013-14\)/p03.htm](http://www.cuhk.edu.hk/policy/academichonesty/Chi_hm_files_(2013-14)/p03.htm)
[http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_files_\(2013-14\)/p03.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_files_(2013-14)/p03.htm)
[http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_files_\(2013-14\)/p02b.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_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 textbased 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

* 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

* 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)

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

* 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)

Lynn, Freda B., and George Ellerbach. 2017. "A position with a view: Educational status and the construction of the occupational hierarchy." *American Sociological Review* 82, no. 1: 32-58.

Week 4: E. O. Wright and the Marxist Approaches

* 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. 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 One: 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/1l4frf6/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

* 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.

Tutorial Session Two: 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

- * 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)

Webster, Jack. 2019. "Music on-demand: A commentary on the changing relationship between music taste, consumption and class in the streaming age." *Big Data & Society* 6, no. 2: 2053951719888770.

Week 7: Revision on Class Theories

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

Week 8: Social Mobility and Opportunity Structure

- * 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)

Hertel, Florian R., and Olaf Groh-Samberg. 2019. "The relation between inequality and intergenerational class mobility in 39 countries." *American Sociological Review* 84, no. 6: 10991133.

Tutorial Session Three: 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

- * 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.

Week 10: Poverty and Underclass

- * 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.

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/f/3fo5ao/CUHK_IZ511015855390003407)

Tutorial Session Four: Scrapbook Preparation

Week 11: Class and Political Behaviors

- * 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/f/3fo5ao/CUHK_IZ511020953150003407)

Bročić, Miloš, and Andrew Miles. 2021. "College and the "culture war": assessing higher education's influence on moral attitudes." *American sociological review* 86, no. 5: 856-895.

Week 12: Class and Subjective Identification

* Andersen, Robert, and Josh Curtis. 2012. "The polarizing effect of economic inequality on class identification: Evidence from 44 countries." *Research in Social Stratification and Mobility* 30, no. 1: 129-141.

Wallace, Michael, and Azamat Junisbai. 2003. "Finding class consciousness in the New Economy." *Research in Social Stratification and Mobility* 20: 385-421.

Week 13: Conclusion - Is Class Dead?

*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/f/3fo5ao/CUHK_IZ511015855300003407)

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

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

