COURSE CONTENT

Course Coordinator : A/P Teo You Yenn
Course Code / Title : HS2008 Social Class and Inequality
Pre-requisites : HS1001 Person and Society
No. of AUs. : 3
Contact Hours : 39 (2-hours of lecture and 1-hour tutorial per week)

Course Aims

The contemporary global context is one of rising wealth/income inequality and narrowing social mobility. Class privilege or disadvantage and their reproduction shape people’s wellbeing in profound ways. Addressing inequalities along class lines is a challenge many societies, including our own, face.

In this course, we aim to better understand how class formation and inequalities work, and how they might be ameliorated.

The course is divided into four parts: first, we ask what social class is and how sociologists have approached its study. We also map out trends in inequality globally and locally. Second, we turn to asking how class matters in shaping people’s experiences in everyday life. Third, we investigate the various sites and means through which class privilege/disadvantage are reproduced. Finally, we consider recent movements against inequality and visions of a more equitable world.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Evaluate the different ways sociologists have approached the study of class.
2. Describe the key theories that account for the reproduction of class differences and inequalities.
3. Articulate connections between micro, meso, and macro phenomenon.
4. Apply critical lenses to contemporary manifestations of various types of inequalities.

Course Content

Week 1  Introduction to the course
Key concepts:  Class

Week 2  Sociologists study class and inequality
Key concepts: Income
Wealth

Week 3  
Class structure and inequality trends: wealth, poverty, and everything in between
Key concepts: Capitalism
Income and wealth inequalities
Poverty

Week 4  
Work and occupations
Key concepts: Wage work
Care labor

Week 5  
Familial formation, leisure and consumption, dreams and aspirations
Key concepts: Familial responsibilities
Parenting
Dignity needs

Week 6  
Class in the classroom
Key concepts: Privilege
Habitus

Week 7  
Revisiting grand theories: capitalism, exploitation, domination
Key concepts: Power
Exploitation

Week 8  
Intersections: class doesn’t work alone
Key concepts: Intersectionality
Gender and race

Week 9  
Cultural capital and the reproduction of privilege and disadvantage
Key concepts: Cultural capital
Symbolic capital and symbolic violence

Week 10  
State and policies I
Key concepts: State
Public policy principles

Week 11 State and policies II
Key concepts: Inequalities

Week 12 Alternative visions of the world
Key concepts: Redistribution

Week 13 Semester-end review/revision

Course Assessment

CA1 : 15%
CA2 : 20%
CA3 : 15%
Final Examination : 50%
Total : 100%

Reading and References
Detailed reading assignments are included in the weekly schedule.

Course Instructor

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Office Location</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/P Teo You Yenn</td>
<td>HSS 05-36</td>
<td>6316 8730</td>
<td><a href="mailto:yyteo@ntu.edu.sg">yyteo@ntu.edu.sg</a></td>
</tr>
</tbody>
</table>
## Planned Weekly Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Course LO</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 3    | Class structure and inequality trends: wealth, poverty, and everything in between | 1, 2, 3, 4 | • OECD. 2014. "Divided We Stand: Why Inequality Keeps Rising." Organisation of Economic Co-operation and Development.  
• Clawson, Dan and Naomi Gerstel. 2014. *Unequal Time: Gender,* |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>differ? How are different occupations structured and rewarded differently, and with what consequences?</strong></td>
<td><strong>Class, and Family in Employment Schedules</strong>: Russell Sage Foundation. Introduction and Chapter 1.</td>
<td></td>
</tr>
<tr>
<td><strong>Family formation, leisure and consumption, dreams and aspirations</strong></td>
<td>1, 2, 3</td>
<td></td>
</tr>
<tr>
<td><strong>Class in the classroom</strong></td>
<td>1, 2, 3</td>
<td></td>
</tr>
</tbody>
</table>
• Teo, You Yenn. 2018. “I want my children better than me” in *This is What Inequality Looks Like.* Singapore: Ethos Books. |   |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
• Teo, Youyenn. 2016. "Not everyone has 'maids': class differentials in the elusive quest for work-life balance." *Gender, Place & Culture* 23(8):1164-78. |
| 12 | Alternative visions of the world | 1, 2, 3, 4 | • Ackerman, Bruce, Anne Alstott, and Philippe Van Parijs (ed.). 2006. *Redesigning Distribution: Basic Income and Stakeholder Grants as Cornerstones for an Egalitarian Capitalism*. Verso. Chapters 1 and 2. |
| 13 | Course Review | 1, 2, 3, 4 | |