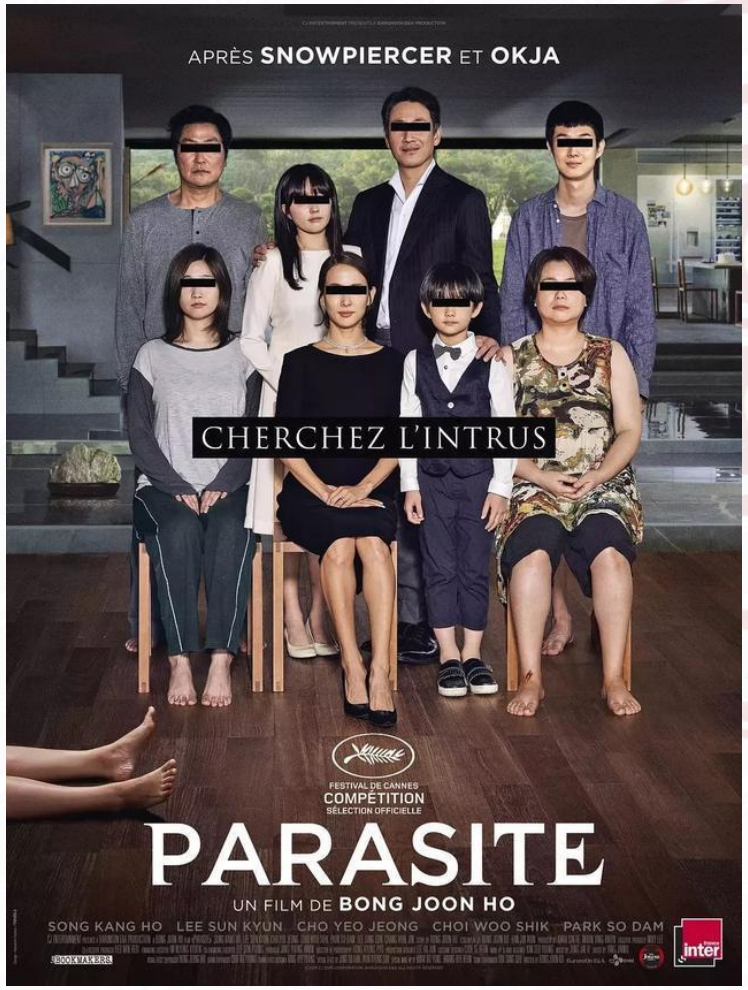
北京师范大学社会学院
SCHOOL OF SOCIOLOGY , BEIJING NORMAL UNIVERSITY

《社会问题研究》
（5~8周）

2024/3/21

社会分层与流动：文艺作品中的常见主题



寄生虫

雪国列车

社会分层与流动：文艺作品中的常见主题

- 小说：《了不起的盖茨比》《湖畔》《北京折叠》
- 电影：《绿皮书》《起跑线》《人生七年》（BBC纪录片）
- 电视剧：《初来乍到》《顶楼》《母亲游戏：她们的阶级》

……

社会分层与流动：现实生活中的热门话题

- 教育与内卷
  - 鸡娃/素鸡
  - 牛娃/英牛/奥牛/混血牛/普娃
  - 海淀妈妈/顺义妈妈/朝阳妈妈

e.g. Hannum, Emily and Meiyan Wang. (2006). “Geography and Educational Inequality in China”. China Economic Review 17(3):253-65.

社会分层与流动：现实生活中的热门话题

- 婚姻/朋友匹配
  - 门当户对、女高男低、女低男高

e.g. Dong, Hao and Yu Xie. (2023). “Trends in Educational Assortative Marriage in China over the Past Century”. Demography 60(1): 123-45.

社会分层与流动：现实生活中的热门话题

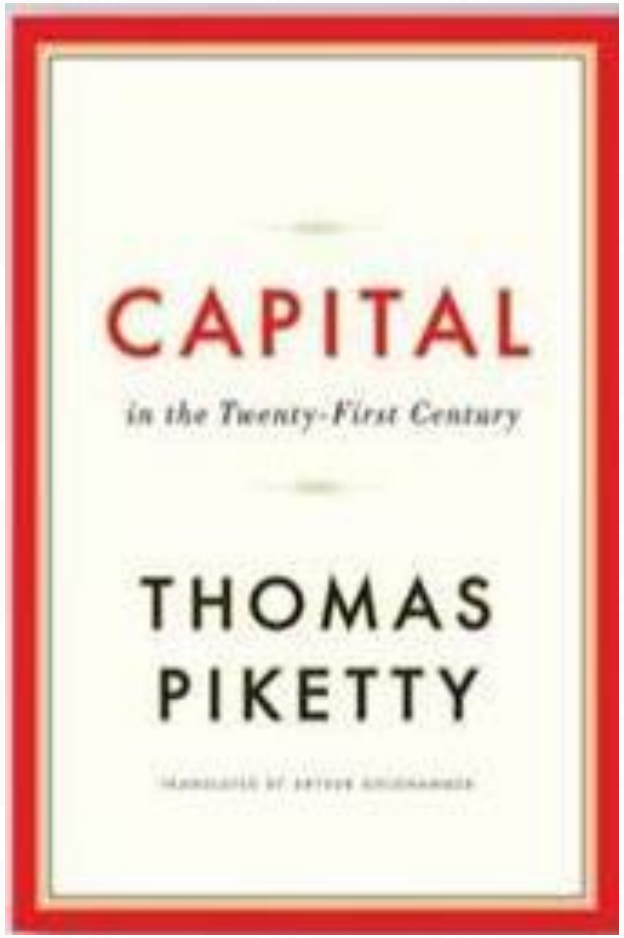
- Covid-19
  - Inequalities in Covid-19 infections
  - The impact of the Covid-19 crisis on SES disparities

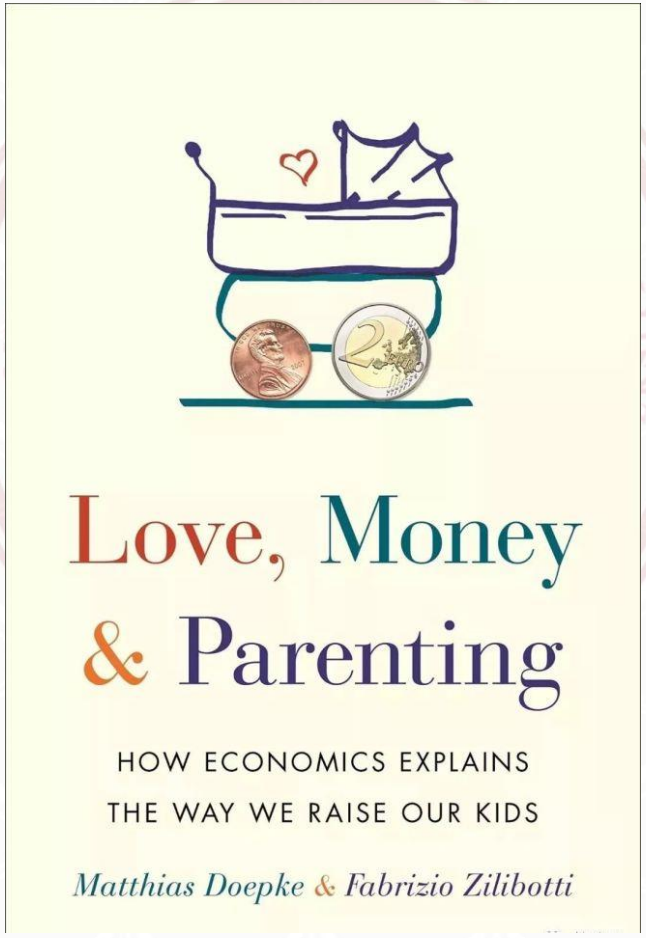
e.g. Fuller, Sylvia and Yue Qian. (2021). “Covid-19 and the Gender Gap in Employment Among Parents of Young Children in Canda.” Gender & Society 35(2): 206-17.

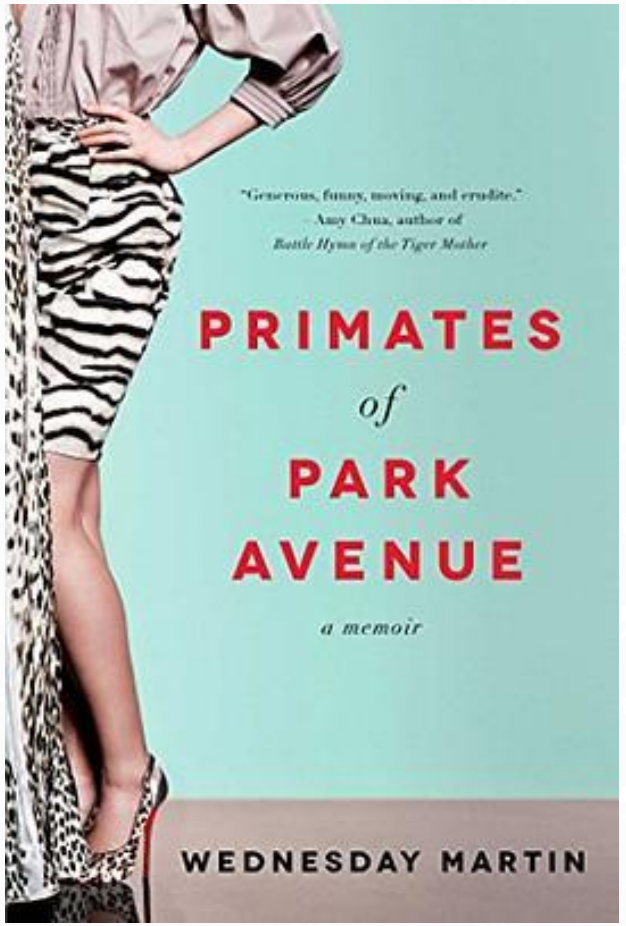
社会分层与流动：社会科学的重要领域

- 社会学
- 父代社会经济地位（起点）→ 子代社会经济地位（终点）
- 已有相当长的知识积累的历史（≥50年）

出圈的学术著作

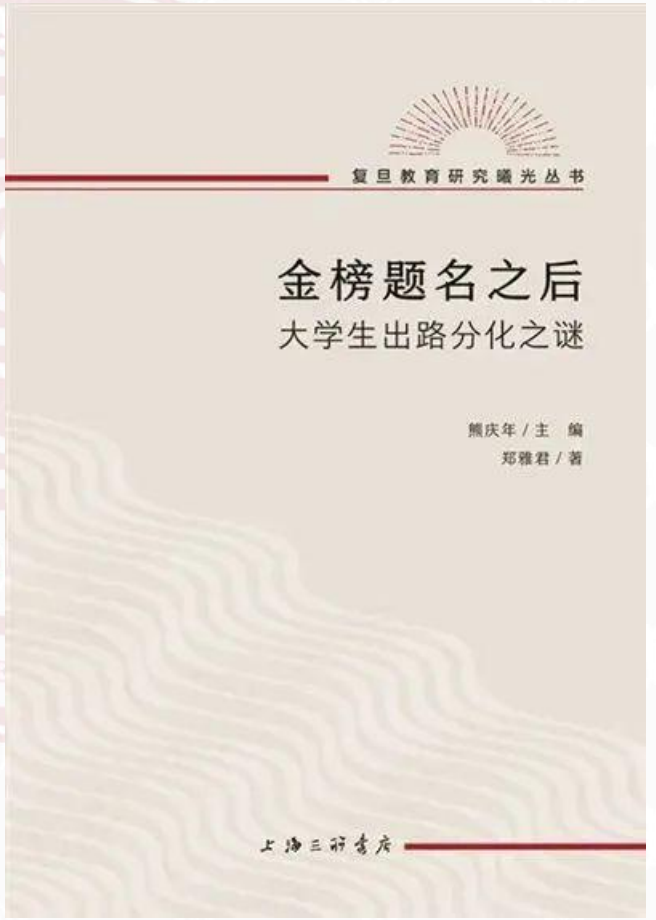

CAPITAL
in the Twenty-First Century
THOMAS
PIKETTY


Love, Money
& Parenting
HOW ECONOMICS EXPLAINS
THE WAY WE RAISE OUR KIDS
Matthias Doepke & Fabrizio Zilibotti


"Generous, funny, moving, and erudite."
Amy Chua, author of
Battle Hymn of the Tiger Mother
PRIMATES
of
PARK
AVENUE
a memoir
WEDNESDAY MARTIN

出圈的学术著作


“读书的料”
及其文化生产：当代农家子弟成长叙事研究
時間
2021. 10. 24 15:00-17:30
地點
腾讯会议平台（会议号：156268991）
主讲人 | 程猛（教育学博士，北京师范大学教育学部讲师）
评议人 | 狄金华（社会学博士，华中科技大学社会学系教授）
主持人 | 肖立志（华东理工大学博士研究生）
线上读书会
群学书院


复旦教育研究曦光丛书
金榜题名之后
大学生出路分化之谜
熊庆年 / 主 编
郑雅君 / 著
上海三联书店

主要内容

- 数字技术与不平等
- 主观社会分层

北京師範大學社会学院
SCHOOL OF SOCIOLOGY , BEIJING NORMAL UNIVERSITY

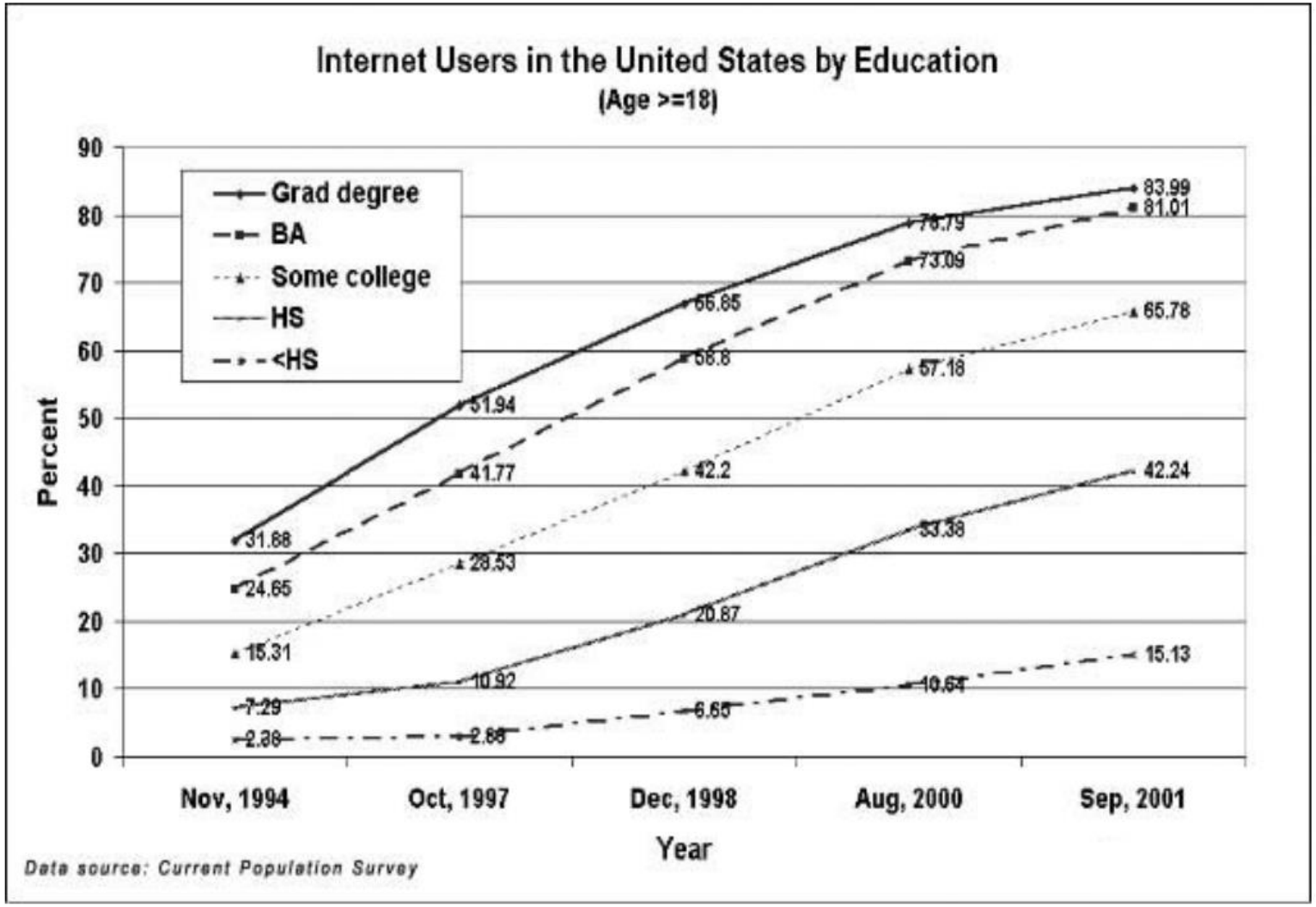
数字技术与不平等

数字不平等(digital inequality)？

数字鸿沟(digital divide)

- **The first digital divide**: **“haves” vs. “have-nots”**
  - the divide between those with access to new technologies and those without (NITA 1999)

Figure 2. Internet adoption by level of education in the United States, 1994-2001



(Hargittai, 2008)

数字鸿沟(digital divide)

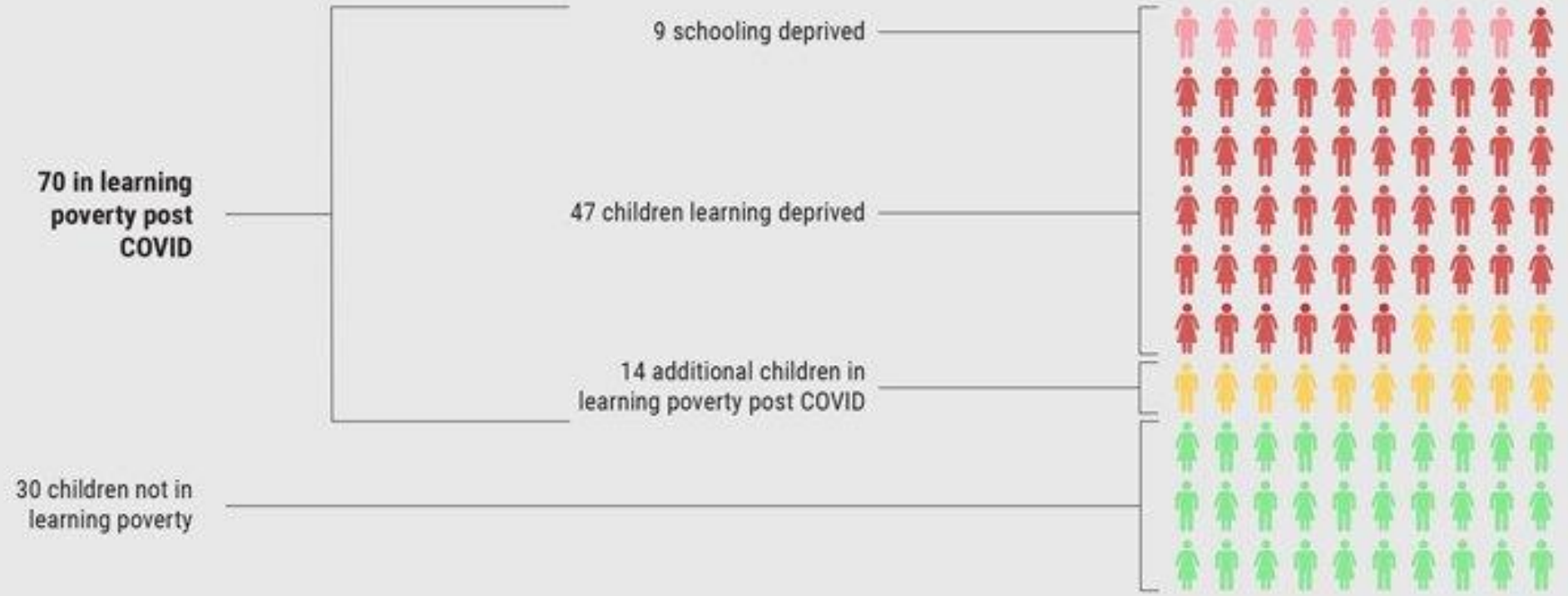
- **The second digital divide**
  - the gap between individuals, households, businesses and geographic areas at different socio-economic levels with regard both to their opportunities to access information and communication technologies (ICTs) and to their use of the Internet for a wide variety of activities(OECD 2001)
  - from **unequal access** to **differentiated use** (DiMaggio et al., 2004)

数字鸿沟(digital divide)

- **The third digital divide**
  - **Digital dividends**—that is, the broader development benefits from using these technologies—have lagged behind(World Bank 2016).

Due to prolonged school closures and poor learning outcomes, learning poverty could reach 70 percent in low- and middle-income countries

For every 100 children in low- and middle-income countries, 56 were estimated to be in learning poverty before the pandemic. Now, 70 could be in learning poverty after the pandemic, leaving only 30 out of 100 children who are not learning poor.



Source: Azevedo (2020). Pessimistic Scenario (of 70% of school closure, very low mitigation effectiveness, no remediation, and WB-MPO June).
https://www.worldbank.org/en/news/immersive-story/2021/01/22/urgent-effective-action-required-to-quell-the-impact-of-covid-19-on-education-worldwide

数字不平等 (digital inequality)

- From the digital divide to the digital inequality: inequality in…
  - *equipment/technical means*(hardware, software, and connections),
  - *autonomy* (e.g. - whether they access it from work or home),
  - *skill* (that people bring to their use of the medium),
  - *social support* (on which Internet users can draw),
  - and *purposes* (for which people use the technology) (DiMaggio et al., 2004).

数字技术与不平等？

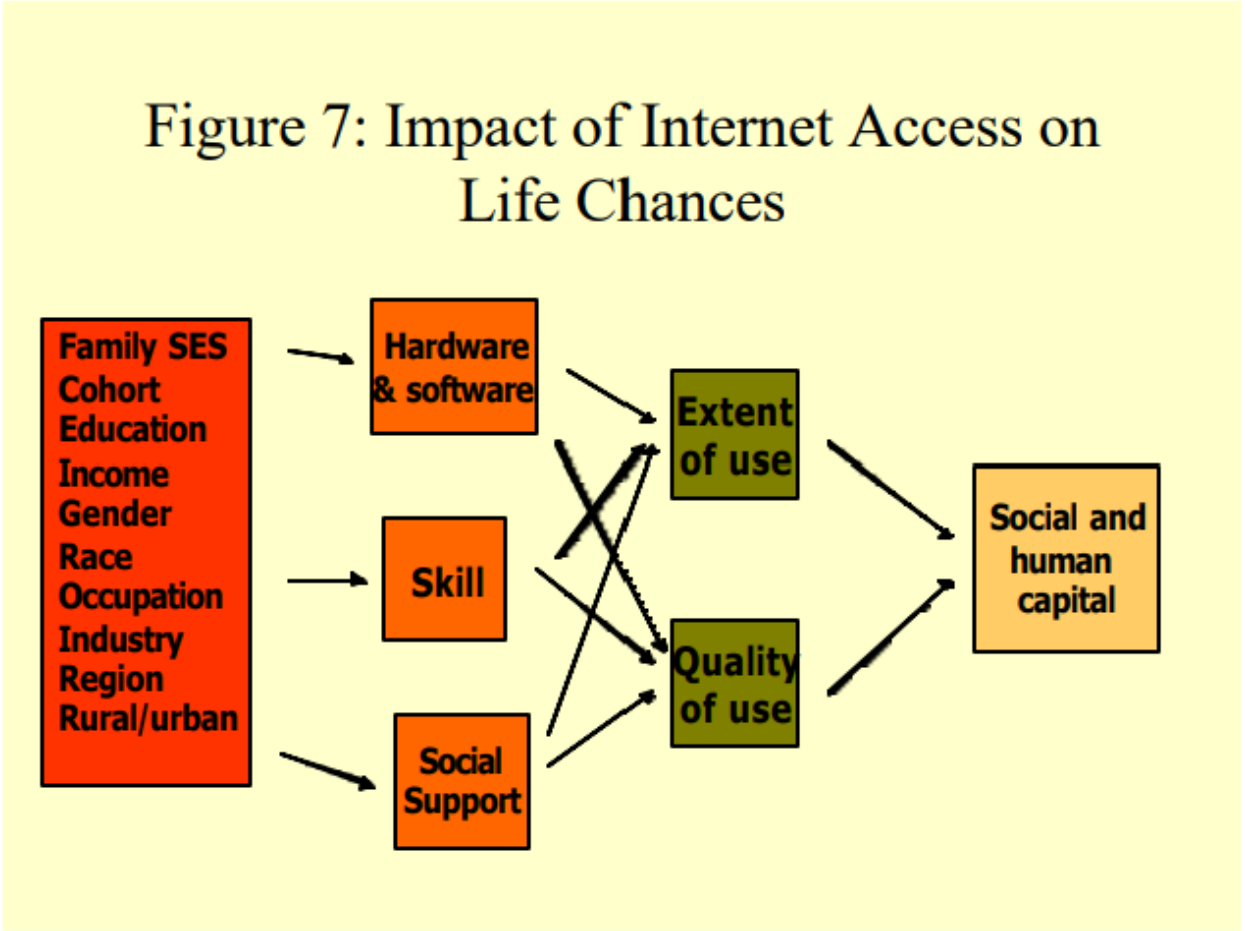
数字技术

- 自20世纪40年代起，学术界就开始讨论看电视的影响，并伴随科学技术的发展转向探索电脑和互联网使用的影响。
  - 数字技术与儿童发展(Attewell et al., 2003; Hofferth, 2010)
  - 数字技术对儿童的成长和发展（包括在校表现、学业成绩、心理特质、人际技能、健康、越轨或反社会行为等）带来了怎样的影响？为什么？

Digital technology as form of …

- human capital learning to enhanced productivity;
- social capital/information-hoarding (i.e., the use of technology to gain privileged access to information about desirable jobs)
- and cultural capital/signaling (i.e., the use of technology to signal positive qualities that the worker may or may not possess)(DiMaggio & Bonikowski 2008).

数字技术与不平等



(DiMaggio et al., 2004)

数字技术与不平等

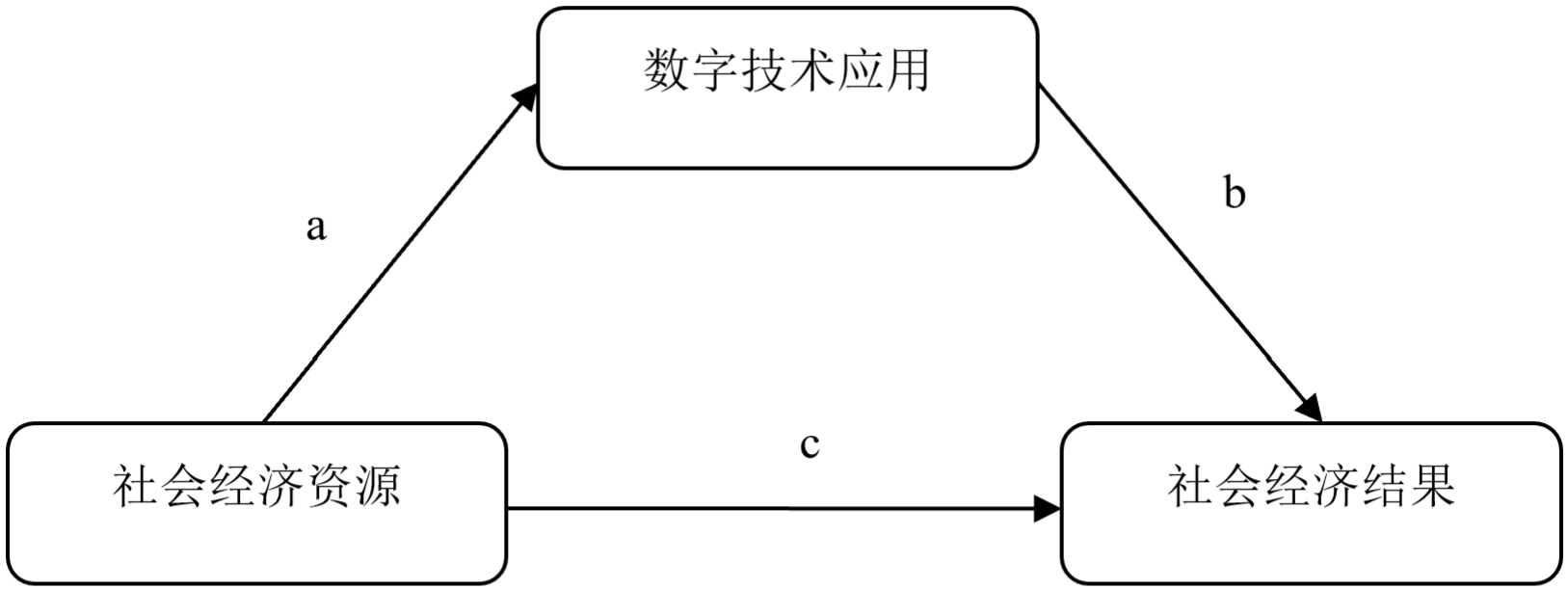


图 1. 数字技术的双重作用

研究1

(李汪洋、柳皓然，2022)

- 数字技术与儿童发展
  - 数字技术对儿童的成长和发展带来了怎样的影响？

→不同屏幕设备/内容的时间与学前儿童的非认知能力之间有何关系？

研究1

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- 数字技术与儿童发展
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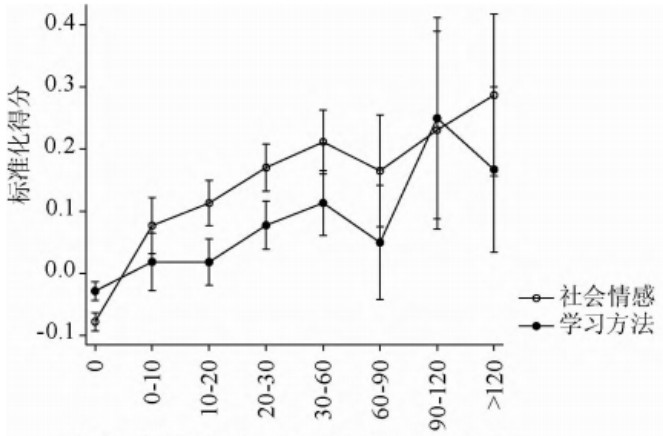
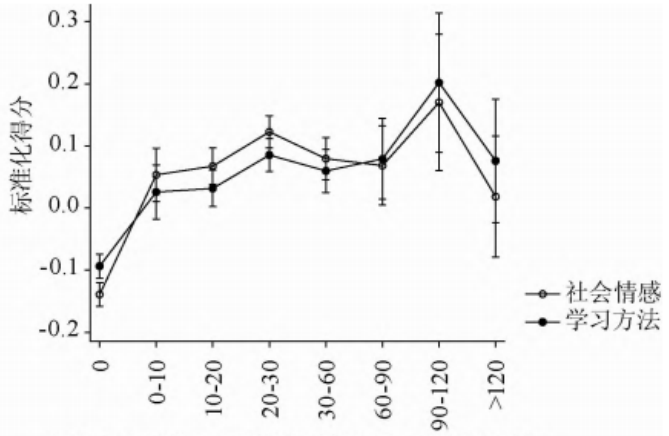
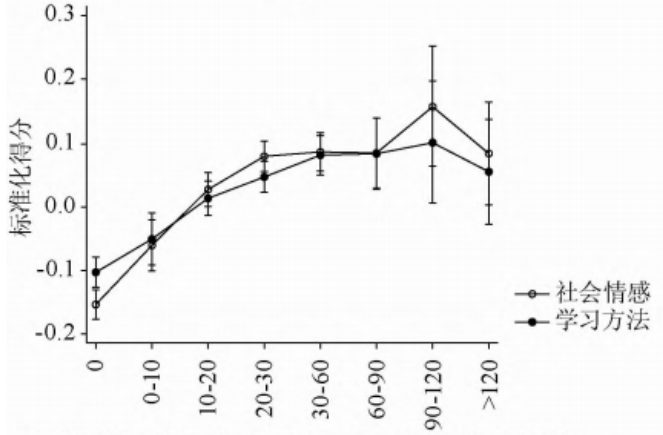
→不同屏幕设备/内容的时间与学前儿童的非认知能力之间有何关系？



儿童与智能机器人一起对话和玩游戏时间
（1.1）



儿童在电子设备上看指定的教育性质的视频时间
（1.2）



儿童使用早教机及故事机等电子设备听儿歌和故事时间
（1.3）

图 1　学习类屏幕时间与非认知能力

注：图中报告的是不同屏幕时间下儿童非认知能力的估计值。控制变量包括：儿童的性别、月龄、年级、户口、兄弟姐妹数、父母受教育年限、家庭月收入、家庭电子屏幕设备数。

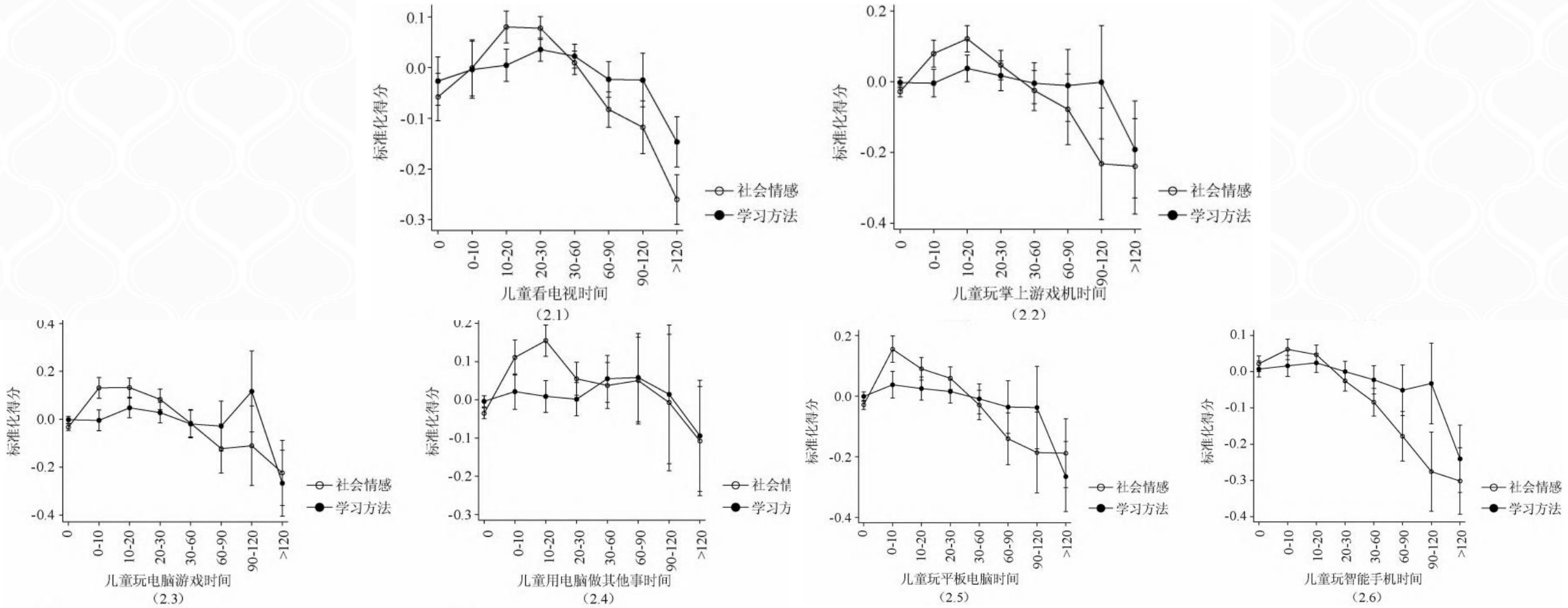


图 2　非学习类屏幕时间与非认知能力

注：图中报告的是不同屏幕时间下儿童非认知能力的估计值。控制变量包括：儿童的性别、月龄、年级、户口、兄弟姐妹数、父母受教育年限、家庭月收入、家庭电子屏幕设备数。

研究2

(Liu, Li* & Li 2024)

- Digital inequality in early life
- Socioeconomic differentials in digital parenting and digital usage of children

→Emerging Digital Inequality in Early Life: Parenting and Differential Usage of Digital Devices Among Urban Preschoolers in China

(1) how preschool children's usage of digital devices differs by their family socioeconomic background in China, and (2) how socioeconomic differences in children's usage of digital devices can be accounted for by parents' digital parenting attitudes and behaviors.

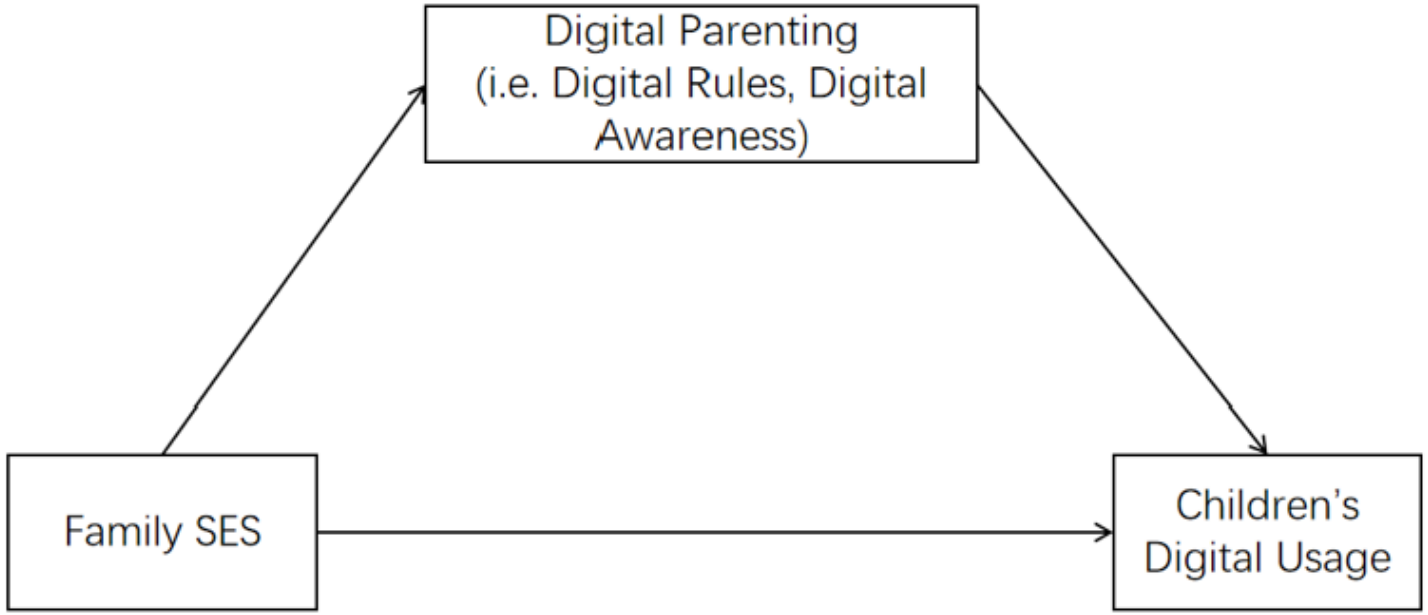
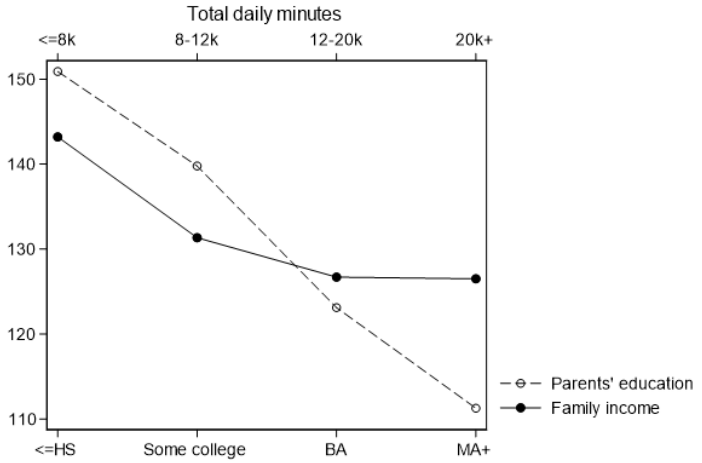
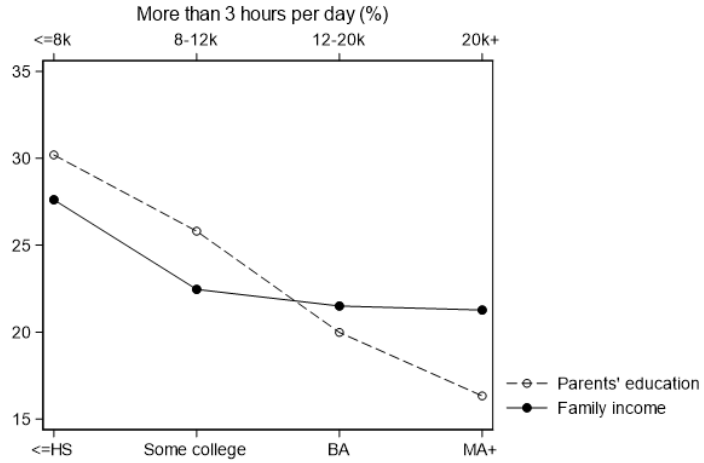


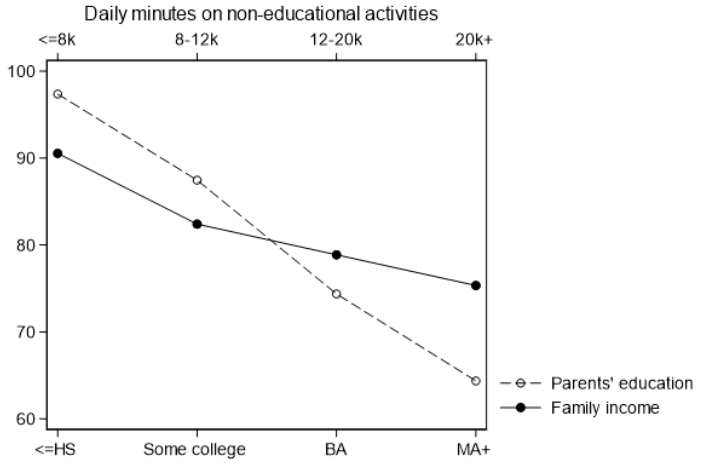
Figure 2. Family SES, digital parenting, and children's digital usage



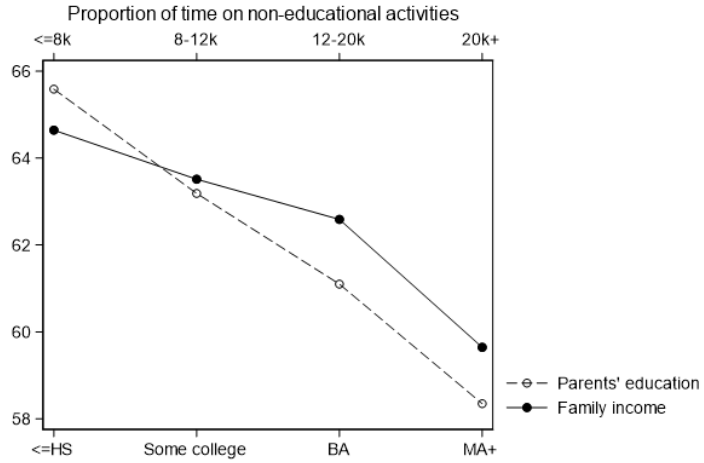
4.1



4.2

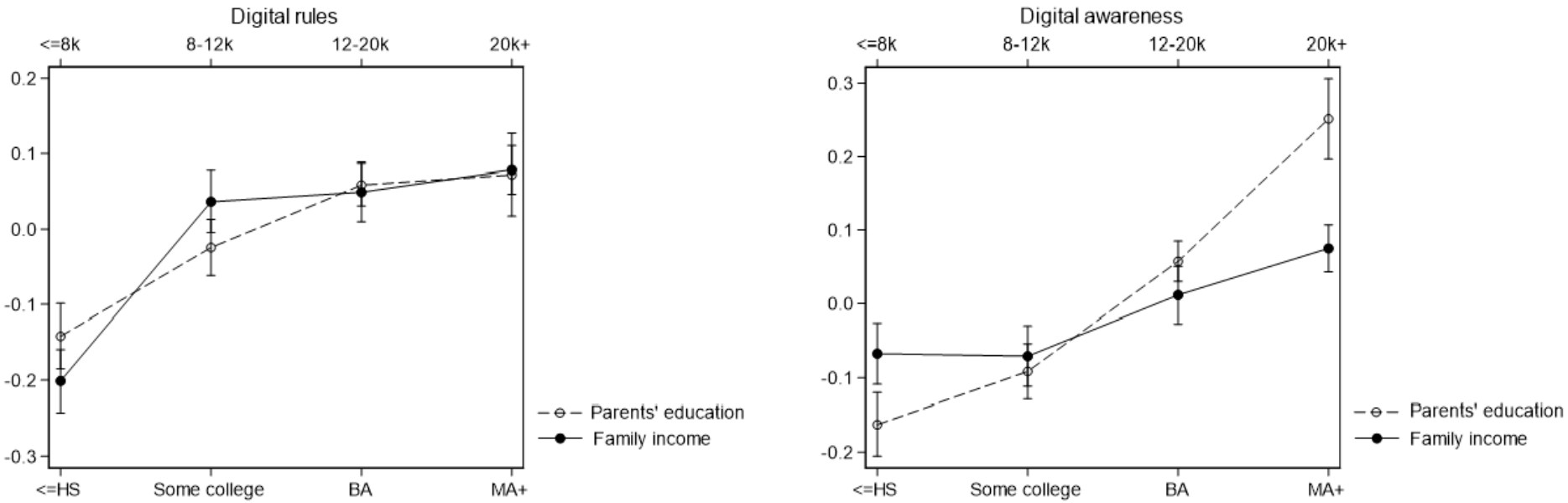


4.3



4.4

Figure 4. Family background and children's time-usage of digital devices



5.1 5.2

Figure 5. Family background and digital parenting

Notes: Predicted scores with 95% confidence intervals (CIs) of parents' self-reported digital parenting attitudes and behaviors with OLS regression models controlling for the child and family's characteristics. All covariates are held at their means.

Table 2. Parents' education, digital parenting, and children's time-usage of digital devices

	Total daily minutes		More than 3 hours per day		Daily minutes on non-educational activities		Percentage of time on non-educational activities	
	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2
Parents' highest years of schooling	-4.259***	-3.085***	-0.015***	-0.011***	-3.389***	-2.240***	-0.588***	-0.227+
	(0.424)	(0.412)	(0.002)	(0.002)	(0.294)	(0.277)	(0.134)	(0.131)
Family income(rf:8k)								
8-12k	-5.094+	-4.618+	-0.026*	-0.024*	-2.897	-2.121	-0.229	0.165
	(2.695)	(2.614)	(0.012)	(0.012)	(1.870)	(1.758)	(0.854)	(0.829)
12-20k	-7.263**	-4.617+	-0.027*	-0.018	-4.619*	-1.783	-0.937	0.050
	(2.750)	(2.669)	(0.013)	(0.012)	(1.908)	(1.794)	(0.871)	(0.846)
20k+	-5.148+	-1.001	-0.020	-0.006	-5.977**	-1.701	-3.540***	-2.096**
	(2.642)	(2.568)	(0.012)	(0.012)	(1.833)	(1.726)	(0.837)	(0.813)
Digital parenting								
Digital rules		-4.717***		-0.016***		-5.863***		-2.362***
		(0.836)		(0.004)		(0.562)		(0.265)
Digital awareness		-23.112***		-0.081***		-21.731***		-6.460***
		(0.841)		(0.004)		(0.566)		(0.267)
Controls	√	√	√	√	√	√	√	√
Prefecture fixed-effect	√	√	√	√	√	√	√	√
Constant	167.559***	150.383***	0.421***	0.362***	110.724***	93.850***	70.633***	66.286***
	(10.480)	(10.162)	(0.048)	(0.047)	(7.271)	(6.832)	(3.494)	(3.385)
N	11445	11445	11445	11445	11445	11445	11445	11445
R^2	0.026	0.088	0.017	0.053	0.036	0.153	0.002	0.009

Notes: Social demographic controls include the child's gender, age, grade, number of siblings and family living arrangement, the kindergarten's type and quality rating. Standard errors are shown in parentheses. +p<0.1 *p<0.05 **p<0.01 ***p<0.001.

一些可能的研究议题……

- 生命历程：婴幼儿时期、少年时期、青少年时期、成年早期(Berkowsky, 2013; Chesley, 2014)、中年、老年(Cotton et al.,2014)等；
- 性别(Hargittai & Shaw 2015; Hargittai & Shafer 2016; Peng 2022)；
- 种族与族群(Mesch et al.,2012; Schradie, 2012)；
- 经济不平等、创业与消费(Dimaggio and Boniknowski, 2008)；
- 医疗健康(Hale 2013)；
- ……

数据与方法……

- 数据采集(Stern, Bilgen and Dillman, 2014)

（一）电话调查

1.1 调查总体

我国有住宅固定电话（家庭电话、宿舍电话）或者手机的 6 周岁及以上居民。

(CNNIC 2023)

数据与方法……

- 因果推断

Table 2. Regression of Logged Wages in 2001 on Internet Use at Any Location

	N	Model 1	Model 2	Model 3	Model 4
Internet 2000 to 2001: Y– Y[a]	5,156	.148***	.087***	.065***	.061***
		(.011)	(.011)	(.012)	(.015)
		.132	*.078*	*.058*	*.055*
Internet 2000 to 2001: N–Y	1,471	.070***	.051***	.040**	.036*
		(.014)	(.013)	(.013)	(.017)
		.046	*.033*	*.026*	*.024*
Internet 2000 to 2001: Y–N	625	.086***	.063***	.046**	.046**
		(.018)	(.018)	(.017)	(.017)
		.039	*.028*	*.021*	*.020*
Computer use 2001: networked and non-networked	7,331				.005
					(.015)
					.004
Intercept		.419***	.189***	.436***	.435***
		(.028)	(.056)	(.059)	(.059)
N		9,446	9,446	9,446	9,446
Adjusted R^2		.486	.529	.555	.555

(DiMaggio & Bonikowski 2008)

推荐文献

- DiMaggio, Paul, Eszter Hargittai, W. Russell Neuman, John P. Robinson.2001. Social Implications of the Internet. Annual Review of Sociology, 27(1).

- 赵一璋,王明玉.数字社会学：国际视野下的源起、发展与展望.社会学研究, 2023年第2期.

本讲结束！谢谢！