

DOI: <https://doi.org/10.63332/joph.v5i1.689>

The Representation of Social Class in Charles Dickens' 'Great Expectation

Ghada Fayez Refaat Abu Enein¹

Abstract

This study aims to analyze and represent social class in Charles Dickens' novel "Great Expectations" by studying the impact of social class on the main characters and their development within the context of Victorian society. The study focused on how Charles Dickens portrayed social classes of different types, such as the bourgeoisie and the poor classes, and the extent to which these classes affect the characters' identity, orientations, and ambitions. The study also sheds light on the relationship between social class and morality, and how the personal development of each of the characters, such as Pip, Estella, and Joe, reflects their social situations and challenges. The study also aims to demonstrate and explore how Charles Dickens presented class inequality as one of the causes of suffering and social injustice, and to focus on the idea of human values and individual integrity that can have an impact in overcoming class barriers. The study also discusses how the characters deal with social class, whether through their ambitions or aspirations for social advancement, and how this reflects the criticisms that Dickens directed at the class system in his time. The researcher recommended conducting future studies that would play a role in investigating how contemporary societies deal with class mobility and the factors that can affect the ability of individuals to overcome and transcend class barriers, and working on conducting a comparative analysis of how social class is portrayed in classical and contemporary literature, and providing insights into the nature and representation of class and its impact on contemporary social issues.

Keywords: Social Class, Charles Dickens, Great Expectations, Victorian Society, Class Discrimination, Social Mobility.

Introduction

The novel Great Expectations is considered one of the most prominent literary works that reflected class and social tensions by the English writer Charles Dicken, which was first published in the year 1860. The events of this novel take place in early Victorian England at a time when many social changes were taking place, at the end of the century. The eighteenth and nineteenth, which dealt with many topics related to identity, destiny, social change, and social status.

The novel represented many different situations that they go through, as Charles Dickens presented a critical vision of Victorian society, revealing the impact of social classes on the lives of individuals and their aspirations.

The disparity between social classes is one of the main themes in Great Expectations, as it was clearly shown through Interactions between characters ranging from the poor, such as Pip, to the rich, and Jago and Matafiz. Charles Dickens revealed the deep social gaps and conditions that restricted individuals, in terms of their belonging to certain classes. His focus was on what... Individuals face challenges and strive to improve their social conditions.

¹ Associate Professor of English Literature Faculty of Educational Sciences and Arts/UNRWA Amman/Jordan.



In terms of analyzing class relations in the novel, Charles Dickens examined the impact of money and social status on the concepts of personal identity, morals, and human relationships. Dickens also addressed the impact of social class on life choices, including marriage and personal ambitions in addition to that. The novel highlighted how class conflict in Victorian society did not stop at economic differences only, but extended to include social and moral expectations.

Great Expectations also contributes greatly to presenting a complex picture of social classes, as it is not just a story about “social advancement,” but rather it is based on highlighting the opposition between wealth and virtue, poverty and crime, and social status and honor. Therefore, in light of what was stated in the novel, Dickens highlighted class tensions in an artistic manner, which made this novel a rich text for research and study about the impact of social class on all individuals and society.

Study Problem

The problem of the study lies in its explanation of how Charles Dickens represented social classes in his novel “Great Expectations” and how the novel reflected this representation through the social, economic and political dimensions of English society in the nineteenth century. This study also seeks to examine how these representations affect the characters and their interaction. This study will also show how the novel contributes to presenting social criticism on the subject of the class situation in that period. Therefore, this study will answer the following questions:

1. What are the differences between characters belonging to different social classes, such as Pip, Magwitch, and Miss Havisham, in terms of their traits, behaviors, and roles in the novel?
2. How does the novel reveal the impact of social class on the characters' aspirations?
3. What role do the different settings, such as Miss Havisham's house and the working-class homes, play in representing social status?
4. How do social and economic factors influence the relationships of love, friendship, and conflict in the novel?

Study Importance

The importance of the study is to study the representation of social classes in the novel Great Expectations, which is of great importance on several literary, social and critical levels. The study also sheds light on the deep social issues in English society in the nineteenth century. This study also enhances the critical understanding and history of literature, and this In turn, it provides readers with a powerful tool for understanding the social and political context of that era, in how social classes affected the lives of individuals and their interactions.

Study Objectives

This study aims to reveal the process of representation of social classes in the novel “Great Expectations” by Charles Dickens, by analyzing how this representation affects the characters and events in the novel, in addition to understanding what the literary work and economic tensions in English society in the nineteenth century reflect, and by This analysis, the study seeks to achieve the following goals:

1. Identify the differences between characters belonging to social classes such as Pip, Maggie, Miss Havisham, through their characteristics, behaviors, and roles in the novel.

2. Explain how the novel reveals the impact of social class on the aspirations of the characters.
3. Identify the role that different places such as Miss Havisham's house and working-class homes express through their representation of social status.
4. Explain how social and economic factors affect the determination of love and friendship relationships, and conflict in the novel.

Previous Studies

Elina, study (2021) The portrayal of class and social mobility in Charles Dickens, Great Expectations. This study examines the transformation of Pip's character and how he became a gentleman in morals and behavior in the novel "Great Expectations" by Charles Dickens. The study has shown and explained the difference between classes and their importance in Victorian society. Through an unknown benefactor, Pip makes a journey from rural working-class blacksmith training to the life of an upper-middle-class gentleman in London, with access to economic, cultural and social capital. Applying Marxist theory, the study finds that 1) Pip's awareness and self-perception of his class background becomes increasingly evident after meeting Miss Havisham and Estella; 2) he experiences conflict regarding moral behavior, social relationships, and class affiliation; and 3) a story like Pip's was rare in Victorian society. Previous research has found that the concept of a bildungsroman is presented in Great Expectations through the male protagonist Pip and his transformation into the upper middle class, which this thesis also confirms.

Mariwan study (2022) entitled Victorian age in the Great Expectations. In the novel, Great Expectations depicts the Victorian society and values of the era. These were the morals that the Victorians held in high regard. In Great Expectations, Dickens portrays different Victorian characters that we see as either good at work or not at all. However, the protagonist, Pip, was dynamic and went through many transformations as well as facing different and major moral concerns. Pip abandoned all the ideals he was raised with when Miss Havisham and Estella shattered his prosperous existence. Greed, beauty, and arrogance were all traits of an immoral existence. Other characters, such as Joe and Biddy, remained consistent throughout the narrative and came to represent what we call the ideal Victorians. Estella, with whom Pip believed he had a romantic relationship, was the most popular heroine of this story. As a result, Estella was portrayed as excellent in her potential and turned into a moral villain. Miss Havisham, the central character of the novel, was essentially a crooked lady. Great Expectations illustrated how Victorian society was structured through key aspects such as social class and the corrupt system that separated rural from urban England. Dickens touched on many of the major themes of Victorian society, from the most deplorable criminal named Magwitch to the destitute in the moorland, with Joe and Biddy serving as symbols of this system.

Biography of Charles Dickens life

Charles Dickens is one of the greatest novelists in English and world literature. The novelist was born on February 7, 1812, in Portsmouth, England, and died on June 9, 1870. The style of novelist Charles Dickens was distinguished by a charming and realistic style in depicting poverty, social injustice, and the disparity in the classes of society. Victorian, which made him one of the most influential writers in literary history (Yasmine, 2019: 31).

Dickens was born into a poor family, and his father was a government employee, but he was unable to provide a stable life for his family in 1824. His father was imprisoned due to the accumulation of debts on him, which made the Dickens family wreak a life of extreme poverty. After his father was imprisoned, the young Dickens was forced to work. He was 12 years old at the time in one of the candle factories in London, where he was working at a very difficult job. This experience left a deep wound in Dickens's mind and had a great impact on his vision of poverty and social classes in the world. His later literary works.

1454 The Representation of Social Class in Charles

After a period of working in a wax factory, his family was able to send him to school. However, his academic life was not easy due to the difficult financial circumstances he was going through. However, he had a great passion for reading and writing, and this is what helped Dickens in refining his literary skills (Yasmine, 2019: 32).

Dickens began working in the field of journalism as a newspaper writer, and covered many social and political events in London. In 1836, Dickens published his novel, which met with great success, "The Pickwick Papers," which established him as a famous writer in the English literary community. The novel was a series of articles that dealt with the adventures of a group of humorous characters, and Dickens's sarcastic style demonstrated his critical sense. Dickens began to focus on stark social issues such as poverty, child exploitation, and the conditions of the working classes. He wrote many works, such as *Oliver Twist* (1837) and *Nicholas Nickleby* (1839), and his novels represented a harsh criticism of the social and political institutions of Britain in the nineteenth century. One tenth.

Dickens's most notable literary works recorded a great diversity in terms of themes and literary styles. He was mostly interested in social issues and the lives of the lower classes. Among his most famous novels are *Great Expectations*, *Oliver's Expectations*, *A Christmas Carol*, *David Copperfield's Expectations*, and *Winter's Expectations*. In this regard, Dickens enjoyed great popularity during his lifetime. His novels achieved great success through his use of literary techniques such as personal narration, comic variations, and wonderfully diverse and complex characters. His novels were also serialized in newspapers, which made these novels very popular among readers of all social classes.

Dickens was active in issues of a social reform nature. He was known for his humanitarian tendencies and his harsh criticism of the upper classes in British society. He was greatly concerned with improving the conditions of the poor, and he often addressed issues such as education, working conditions, children's rights, and social injustice in all of his novels. In 1841, Dickens married Catherine Hogarth, with whom he had ten children. However, the relationship with his wife became tense in recent years. In 1858, Dickens separated from his wife, and this sparked great controversy in society at that time. As for his personal life, his relationships with women were the focus of attention. The media, and he was associated with many prominent feminist figures of that time. Charles Dickens died on June 9, 1870, at the age of 58 years.

Social Class

The nineteenth century witnessed a new and great emergence of social organization in Britain, and social class played an important role in shaping the novel *Great Expectations*. At this time, Britain witnessed industrial and economic growth and development on a large scale in light of what was caused by the Industrial Revolution, which forced people to move from the countryside to the cities, abandoning their agricultural work.

At the beginning of *Great Expectations* we find a lower-class family living in a village. Mr. Joe, Dad, and his wife, are a kind of lower-class housewife. She did the housework and often complained about her apron. Because of her hard work, she became disillusioned and beat Pip. There is another family we find in the novel of upper-class women, well-dressed like Miss Havisham and Estella.

These two different types of families indicated that there were social classes in society, on one side of the family, the poor, uneducated Gargery family who lived in a village, and on the other hand, Miss Havisham lived in a mansion called Satis House. The Pockets house is filled with

servants. Estella is a young lady who is good at dancing and has been educated abroad. The other women in Pip's snooty life in London represent typical upper-class Victorian women. Having seen both different lives in his early years, Pip wants to move up into the upper class. "He is expected to become a 'gentleman' with all the values that society values in order to have an estella and an upper-class lifestyle." (UKEssays, 2018).

The protagonist of *Great Expectations*, Pip, is fascinated by the appearance and luxury of the rich, especially Miss Havisham and Estella, and his only thought is to become a rich man and to elevate himself from his poverty and become a rich gentleman. Pip's early impressions of London as he observed it are reminiscent of the Industrial Revolution and its effects. When Pip arrives in London, he is shocked by the huge crowds of immigrants and the stench coming from the factory sewers. "And my fear was the vastness of London. I think I may have had some faint suspicions whether it was ugly or crooked or narrow or dirty" (Dickens, 2002). When Pip moves to London, he is exposed to an urban world full of glamour and develops expensive habits such as hiring a servant, buying expensive clothes, etc. All of which lead to falling into debt. This shows the aspirations of the common people without thinking about anything because they like to follow the rich.

Social class refers to groups which are formed for a variety of reasons, including economic and political, and are in different positions in the social hierarchy. There are objective differences in social resources and subjectively perceived differences between these groups (Kraus et al., 2012; Guo et al., 2015).

Social class as an important social environmental variable can be divided into two classes: subjective and objective social class. Many studies have shown that applying education, occupation, and income as alternative variables for social class, but these factors are based on measuring only one factor, socioeconomic status, have objective limitations. Many scholars have noted that social class has limited predictive power, especially in low-income groups, where its predictive power for psychological and behavioral outcomes decreased significantly or even disappeared when income reached a certain level (Stephoe, 2002), but subjective social class has objective limitations.

Social class has been shown to be more predictive (Kraus et al., 2013; Hu et al., 2014). Subjective social class refers to "an individual's perception of his or her place in society" and the resources and prestige he or she possesses (Jackman & Jackman, 1973). Subjective social class centers on perceived relative rank, an individual's understanding and perception when comparing.

The concept of subjective social class encompasses individuals' self-perceptions relative to others, including assessments of their socioeconomic status, judgments about their environment and available social opportunities, and their individual sense of social standing across the present, past, and future (Kraus et al., 2012). According to Identity-based Motivation Theory, if subjective social class aligns with an individual's perceptions, it inevitably affects their motivation and behavior (Destin et al., 2012). Consequently, subjective social class provides a more comprehensive understanding of social status than objective social class. Therefore, studying subjective social class is more precise and pertinent. This study specifically highlights the significance of subjective social class within the variable of "social class" to examine the relationship between subjective social class and citizens' participation behavior in the Third Distribution.

Consequences of Discrimination in Social Classes

Class influences have affected and affected individuals in societies all over the world, and these negative and destructive effects of class have been evident in many areas, such as education, employment, housing, and political and economic power in general. By the age of three to ten, children are already eager to know more about the people around them. But descriptions that tend to devalue some and elevate others can damage relationships.

The behavior of children or their mentality will change automatically for the rest of their lives, as discrimination cannot be made unless they are guided and educated about this fact. Life opportunities, education, and jobs can be greatly affected by the class into which the child is born. The higher the social status of the child, the greater his chances of achieving success. Securing a Quality Education and a Meaningful Career Where one person may be provided with paid education and employment opportunities upon graduation, another person may have to work harder to get paid for their education and obtain an independent job upon graduation.

People in such situations, without an adequate understanding of how class works, may internalize or justify classism and blame themselves for not being able to achieve or maintain their desired class status. Discrimination on the basis of social class creates low self-esteem, low expectations, hopelessness, and can lead to bitterness toward others in the working class which can further divide communities. As Garrity (2005) points out: "We almost always define ourselves by our economic status in our culture." The treatment a person receives tends to shape them accordingly.

Discrimination based on social class is a fundamental form of oppression in the world. Other forms of oppression serve to reinforce the economic subjugation of the poor. If classism is not addressed, it may escalate into violence, conflict, and rebellion. When individuals become fed up with enduring injustice in silence, they are likely to demand their rights. This could lead to protests that result in property damage or, in more extreme cases, even worse outcomes.

Approaches of Solutions

There is no immediate solution to the issue of classism, as the power to instigate change primarily rests with the privileged few, and few are willing to sacrifice their own comfort or that of future generations to benefit others. Therefore, the responsibility lies with the individual. Each of us must make a personal commitment to prioritize social justice, maintain a sense of urgency in addressing classism and other forms of oppression, and adopt a long-term perspective toward meaningful change. As all humans are created equal, regardless of social background or identity, we are inherently equal. Classism damages society by perpetuating stereotypes, demeaning individuals, and should never be tolerated under any circumstances. Whenever possible, it should be exposed and actively opposed.

There is also a parental responsibility in this context. Parents should play an active role in combating classism by instilling ethical values in their children, helping them understand the harmful consequences of such behavior and preparing them to avoid perpetuating it in the future. Similarly, the impact of classism should be taught to students, encouraging them to engage in activities that promote social unity, such as writing articles or producing content that fosters understanding and inclusivity. Education is critical to understanding the unfamiliar, and we must begin by raising awareness and bringing the issue of classism out of the shadows and into the public sphere.

To counteract classism, we must model non-classist behavior and attitudes. This requires identifying current injustices and actively working to challenge them, while also preventing future generations from being blind to the struggles of their fellow human beings. It is crucial to reflect on what actions we can take in our own lives to promote the long-awaited change and how we can teach children to recognize and oppose abuses against others. Ultimately, eradicating classism demands personal involvement and a commitment to collective action.

Everyone should get involved in activities or events outside of their comfort zones to get in touch with other people's realities. Young men must be encouraged to dream big, and think outside their class box. To eradicate this phenomenon in institutions, policies, and politics, government support is needed. Persons in authority should understand that their role is to create a fair living condition to their citizens.

Blaming the poor for being poor is perpetuating the internalization of classism. Instead of blaming them, we should lend them a hand. In reality, poor people work harder than the other, but come out with low income. So the problem is not working harder, but favoring everybody to have a chance to succeed.

Interpersonal Classism

themselves to others (Kraus et al., 2012). It includes both perceptions of socioeconomic status and judgments about the environment and social opportunities, as well as the individual perception of social status in the current, past, and future. Identity-based motivation theory suggests that if subjective social class does correlate with individual perception, then it necessarily influences motivation and behavior (Destin et al., 2012). Thus, subjective social class captures more information about social status than objective social class. Therefore, the study of subjective social class is more accurate and relevant, and this study emphasizes the focus on subjective social class in the variable of "social class" to explore the relationship between subjective social class and citizens' participation behavior in the Third Distribution.

Social class in the novel "Great Expectations"

Great Expectations is a novel that has the advantage of showing the division and importance of social class in Victorian society. The social class system existed but people created this division between classes themselves. Times were changing and the daily lives of individuals in Victorian England were based on social class organized in the traditional way in town and country. Social class did not depend on the amount of capital but rather on wealth, family relationships and source of income. Most individuals understood and accepted their class status. Social class was revealed through education, speech, manners, clothing and values (Mitchell, 2008: 17).

The working class consisted of people who did manual work such as domestic servants, farm labourers and factory workers, and of unskilled, semi-skilled and skilled workers, such as Joe in Great Expectations. Manual labour required great physical effort and the majority of the working class earned just enough to live on. If they were fired, or if an unexpected problem or illness occurred, they could fall into poverty. In the Victorian era, the middle class grew in size, making up 15% of the population in the mid-19th century, and became large after Great Expectations was written in 1860. This group consisted of large merchants and manufacturers who had made their fortunes through the Industrial Revolution.

This class consisted of those who required a good education, such as government workers, accountants, insurance agents, and police inspectors. The value of education was important to

this class. The upper class consisted of aristocrats and nobles (the landowning class) who earned their profits from their lands. The landowners' properties were rented to working-class tenants on long-term leases. The upper class lived in comfortable mansions with servants, and the nobles of high standing allowed the eldest son to take over the land (Mitchell, 2008: 21).

Pip is able to rise from working-class to upper-middle class. Pip's ability to rise from working-class to upper-middle class is due solely to his benefactor, a fact that highlights how few true working-class people rose to a new class in Victorian society. By gaining access to economic, social, and cultural capital as well as learning how to be a gentleman, he is able to improve his social status in society and live in greater comfort than he would have had he remained a skilled working-class blacksmith like Joe.

Charles Dickens depicted models of the class structure in the Victorian era with the character (Pip) in the novel "Great Expectations." Pip found it very difficult to classify himself and others due to the societal changes that had a great impact in the Victorian era. He worked to develop a group of His own rules for finding his identity and placing it within society dictate his destiny. This novel raised many questions about the problems that existed in society such as difference, accuracy and social classification that existed in the hierarchical classification system and adopted a new model of social classification based on self-determination and the ability to gain status by doing actions rather than by birth.

The orphan boy, with his parents and siblings dead in the graveyard on the moor, has a cruel older sister who treats him like a male Cinderella. He encounters monsters - Magwitch, Orlick, Miss Havisham, Jaggers, and the unknown man with the closed eye and the refrigerator - and cannot distinguish between which of them threaten him and which of them support him. His innocence is tainted by money and what it seems to promise. He neglects the kindred spirits who protect him - Joe the blacksmith and Bede the simple teacher - and is seduced by Estella, a beautiful and merciless lady. From this description of the characters by Claire Tomalin, we get a clear idea of the characters as well as their social class in the Victorian era as presented by Charles Dickens in *Great Expectations* (Tomalin, 2011).

The novel is set in 19th-century England, and revolves around a young orphan struggling to find a better place for himself in the world. The turning point in Pip's life is his visit to Satis's house for the first time and his introduction to Miss Havisham and her adopted daughter Estella. These two characters played a major role in Pip's life, shaping and shaping his life in the novel.

After visiting Miss Havisham and Estella, Pip fell in love with Estella, her wealth and charm, Pip fell in love with Estella but she did not care for his affection as Miss Havisham taught her to torment people with her beauty. Faced with Estella's rejection, Pip feels ashamed of his social background and desires to become a gentleman in order to win Estella over. As Pip explores these types of social classes in society, he looks forward to forming relationships with all types of people in society. Pip's confusion about the structure and definition of class leads to the possibility that his story is one of self-discovery and self-definition. The fact that he is a blank slate creates an inner desire in him to learn more about himself. Given the identities of those around him, Pip understands that since others in society are tied to jobs or rank, he must also have a means of defining his own identity (Upham, 2012).

This creation of self can only happen if he becomes aware of the identities that exist within society, and chooses the specific role that he wishes to fulfill." Pip desires to elevate himself from the lower class to the upper class but encounters many obstacles along the way and is

finally helped by the lawyer Mr. Jaggers when he asks Pip to move to London and promises a large sum of money to further his education. "Several years later, a lawyer named Mr. Jaggers appears and informs Pip that an anonymous benefactor has made it possible for him to go to London to get an education; Pip believes the money is from Miss Havisham, who does not dissuade him from the idea. Once in London, Pip is taught to be a gentleman by Matthew Pocket and his son Herbert, whom Pip met years earlier at Satis House" (Britannica, 2020).

Conclusion

In *Great Expectations*, Charles Dickens offers a profound critique of the class system in Victorian society, demonstrating its profound impact on personal identity, relationships, and social values. Through the development of characters such as Pip, Estella, and Joe, Dickens exposes the limitations and injustices of rigid class distinctions, while also highlighting the possibility of personal transformation that transcends social status. The novel demonstrates that a person's true worth is not measured by wealth or social status, but rather by moral integrity, actions, and the capacity for growth and compassion. Given the novel's importance and continuing relevance, it is imperative that we continue to study the complexities of social class in literature and society. Contemporary readers and scholars can benefit from the lessons Dickens offers in his portrayal of class dynamics, particularly in relation to the intersection of class, ambition, and self-identity.

Recommendations for future studies include:

1. The researcher recommends conducting future studies that investigate how contemporary societies address class mobility and the factors that influence individuals' ability to overcome or transcend class constraints.
2. Conduct a comparative analysis of how social class is portrayed in classical and contemporary literature, providing insights into the tor and representation of class and its impact on contemporary social issues.

References

- Asci, Yasmine (2019). Marxist elements in Charles Dickens' novel *Hard Times*. *The Journal of international social research*. Pp. 37-53.
- Hasegawa, Masayo (2021). Joe as the wise fool in *great expectations*: Dickens' criticism of the mid-Victorian Literature of success and upward social mobility. *Dickens Studies Annual on Victorian Fiction*, Volume 52. No2. Pp. 299-319.
- Mitchell, sally (2008). *Life in Victorian England*. Greenwood, Press.
- Tomalin, C. (2011) *Charles Dickens: A Life*. New York: The Penguin Press. p. 37.
- Upham, A. (2012). "Class Structure in *Great Expectations*: Dictate Your Own Fate". *English Senior Seminar Papers*. P 4.
- Britannica, T. Editors of *Encyclopedia* (2020, May 14). *Great Expectations*. *Encyclopedia Britannica*.
- UKEssays. (November 2018). How does *Great Expectations* Reflect the Victorian Era?. Retrieved from <https://www.ukessays.com/essays/english-literature/exploring-victorian-elements-in-great-expectations-english-literature-essay.php?vref=1>.
- Dickens, C. (2002) *Great Expectations*. London: Penguin Books Ltd. p. 161, 281, 477.
- Mariwan, Hawayyiz Ruatum (2022). Victorian age in the *Great Expectations*. *Journal of University of Garmian*, 9 (4).
- Elina Helleberg (2021). The portrayal of class and social mobility in Charles Dickens' *Great Expectations*, Lund University.

- Kraus, M. W., Piff, P. K., Mendoza-Denton, R., Rheinschmidt, M. L., and Keltner, D. (2012). Social class, solipsism, and contextualism: How the rich are different from the poor. *Psychol. Rev.* 119, 546–572.
- Guo, Y., Yang, S., and Hu, X. (2015). Social fairness researches in perspectives of social class psychology. *Adv. Psychol. Sci.* 23, 1299–1311.
- Stephoe, A. (2002). The role of psychobiological pathways in socioeconomic inequalities in cardiovascular disease risk. *Eur. Heart J.* 23, 13–25.
- Kraus, M. W., Tan, J. J. X., and Tannenbaum, M. B. (2013). The social ladder: a rank-based perspective on social class. *Psychol. Inq.* 24, 81–96.
- Hu, X., Li, J., Lu, X., and Guo, Y. (2014). The psychological study of social class: social cognitive perspective. *J. Psychol. Sci.* 37, pp.1509–1517.
- Jackman, M. R., and Jackman, R. W. (1973). An interpretation of the relation between objective and subjective social status. *Am. Sociol. Rev.* 38, 569.
- Destin, M., Richman, S., Varner, F., and Mandara, J. (2012). ‘Feeling’ hierarchy: the pathway from subjective social status to achievement. *J. Adolesc.* 35, 1571–1579.
- Garrity, (2005). Classism: why should we care?. *Off our backs*, 35 (1/2), 22-23.