

## Summaries

### **A post-industrial class-structure? The class scheme of Esping-Andersen applied to the employment structure in the Netherlands, Amsterdam and Rotterdam**

by Bram Steijn, Erik Snel and Lambert van der Laan

The class scheme of Erickson, Goldthorpe and Portocarero (EGP) has become a standard measure for determining the class position of workers. However this class scheme does not deal adequately with the structural changes in the post-industrial economy. Esping-Andersen proposed a better-suited alternative. This article elaborates on this and focuses on two elements. Firstly, it presents a coding scheme for translating job-scores of the Dutch occupational classification (SBC-92) into scores of the Esping-Andersen scheme. Secondly, this scheme is applied to changes in the employment structure of the Netherlands and the two biggest cities in the Netherlands (Amsterdam and Rotterdam) between 1992 and 1996.

The article shows clearly the changing class structure of the Netherlands and the differences between the two cities. More important, however, is that the class structure of both cities evolves different. In Amsterdam the class structure of the traditional industrial sector ('the Fordist hierarchy') professionalised, while the class structure of the post-industrial sector ('the post-Fordist hierarchy') polarised. In Rotterdam the opposite holds true. These findings are highly relevant for recent discussions in urban sociology, and illustrate the relevance of the class scheme of Esping-Andersen. The older EGP-scheme would not show these diverging trends. Therefore it is necessary to use a class scheme that accounts for the structural job changes related to the emerging post-industrial society.

### **Yes and the things that pass by: Teenage girls, interpretive repertoires and identity construction**

by Ellen Hijmans

The relation between reading a girls magazine *Yes* and the construction of gender identity is explored. By using a symbolic-interactionistic perspective on identity the often assumed relation between media and identity formation is substantiated. The magazine *Yes* is in several ways a symbolic significant other, mediating experiences and stories from other girls with whom readers can identify in a positive, but sometimes negative way. The mechanism of role taking makes clear that, although interaction with a magazine is nonreciprocal, the process of (self)reflexivity is identical to live interaction. In fact the girls culture, in which readers participate and reading *Yes* reinforce each others contribution to identity construction.