

Wensong Shen

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EMPLOYMENT

Assistant Professor of Sociology
The Chinese University of Hong Kong August 2020 -

EDUCATION

University of Pennsylvania
Ph.D., Sociology 2020
M.A., Statistics 2018
Peking University
Master of Translation and Interpreting 2012
Master Certificate in Human Rights (*jointly with Lund University, Sweden*) 2012
Shandong University
B.A., International Politics 2009

RESEARCH INTERESTS

Education, Health, Child Development, Social Inequality, Contemporary China

PUBLICATIONS

Peer-Reviewed Journal Articles

* Corresponding author in co-authored articles

Shen, Wensong*, Emily Hannum, and Hua-Yu Sebastian Cherng. 2025. "Adaptive Educational Expectations: How Do Parental Educational Expectations Respond to Child Academic Performance in Various Family Contexts?" *Social Science Research* 125:103097.
<https://doi.org/10.1016/j.ssresearch.2024.103097>

Shen, Wensong, and Ruolin Su*. Forthcoming. "Bullying Victimization and Its Life-course Shadows: Evidence from China." *Chinese Sociological Review*.
<https://doi.org/10.1080/21620555.2023.2292538>

Shen, Wensong, and Emily Hannum*. 2023. "Context-Relevant Risk and Protective Factors for Children in Rural Communities: Long-term Implications for Adulthood Educational and Mental Health Outcomes." *Journal of Community Psychology* 51(2):724-744.
<https://doi.org/10.1002/jcop.22909>

Shen, Wensong. 2022. “A Tale of Two Genders: Demystifying Girls’ Concurrence of Higher Educational Achievement and Higher Depression Levels.” *Research in Social Stratification and Mobility* 81:100725. <https://doi.org/10.1016/j.rssm.2022.100725>

- Featured in the *Elsevier Research Selection* (August 31, 2022)

Shen, Wensong*, Li-Chung Hu, and Emily Hannum. 2021. “Effect Pathways of Informal Family Separation on Children’s Outcomes: Paternal Labor Migration and Long-Term Educational Attainment of Left-behind Children in Rural China.” *Social Science Research* 97:102576. <https://doi.org/10.1016/j.ssresearch.2021.102576>

- Nominee of the 2022 Rosabeth Moss Kanter International Award for Research Excellence in Work and Family

Shen, Wensong. 2021. “Cumulative Childhood Adversity and Its Associations with Mental Health in Childhood, Adolescence, and Adulthood in Rural China.” *Frontiers in Psychology* 12:768315. <https://doi.org/10.3389/fpsyg.2021.768315>

Su, Ruolin*, and **Wensong Shen.** 2021. “Is Nationalism Rising in Times of the COVID-19 Pandemic? Individual-Level Evidence from the United States.” *Journal of Chinese Political Science* 26:169–187. <https://doi.org/10.1007/s11366-020-09696-2>

- Selected in the 2021 *Research Highlights from China* collection by Springer Nature

Pilgrim, Haley*, **Wensong Shen**, and Melissa Wilde. 2020. “A Complex Religion Approach to the Differing Impact of Education on Black and White Religious Group Members’ Political Views.” *Religions* 11(9):477. (AHCI) <https://doi.org/10.3390/rel11090477>

Shen, Wensong. 2020. “A Tangled Web: The Reciprocal Relationship between Depression and Educational Outcomes in China.” *Social Science Research* 85:102353. <https://doi.org/10.1016/j.ssresearch.2019.102353>

Wilde, Melissa J.*, Patricia Tevington, and **Wensong Shen.** 2018. “Religious Inequality in America.” *Social Inclusion* 6(2):107–26. <https://doi.org/10.17645/si.v6i2.1447>

Shen, Wensong*, Li-Chung Hu, and Emily Hannum. 2017. “Cumulative Adversity, Childhood Behavioral Problems, and Educational Mobility in China’s Poorest Rural Communities.” *Chinese Journal of Sociology* 3(4):491–517. <https://doi.org/10.1177/2057150X17736664>

Book Chapters

Shen, Wensong, and Emily Hannum. 2024. “Education and Inequality in China.” In *The Sage Handbook of Sociology of Education*, edited by Mark Berends, Barbara Schneider, and Stephen Lamb. Thousand Oaks, CA: SAGE Publications, Inc.

Shen, Wensong, and Emily Hannum. 2020. “Credit Limits as an Element of Family Socioeconomic Status: An Application to the Case of Children’s Educational Outcomes in Rural Gansu Province.” Pp. 3-19 in *Rural Education in China’s Social Transition*, edited by P. A. Kong, E. Hannum, and G. A. Postiglione. Routledge.

Other Publications

Emily Hannum, Li-Chung Hu, and **Wensong Shen**. 2018. “Short- and Long-term Outcomes of The Left Behind in China: Education, Well-being and Life Opportunities.” *Background Paper Prepared for Global Education Monitoring Report 2019*. Paris, The United Nations Educational, Scientific and Cultural Organization (UNESCO).

Guest-Edited Journal Issues

Shen, Wensong. 2023. “Family and Education across Social Contexts in China.” *Chinese Education & Society* 56(2):99–101. <https://doi.org/10.1080/10611932.2023.2251832>

RESEARCH GRANTS

Hong Kong Research Grant Council (RGC) Early Career Scheme (HK\$ 351,000)	2022-2024
CUHK Direct Grant for Research (HK\$ 47,301)	2022-2023
CUHK Direct Grant for Research (HK\$ 43,433)	2021-2022
Improvement on Competitiveness in Hiring New Faculties Funding Scheme, The Chinese University of Hong Kong (HK\$ 473,467)	2020-2025

TEACHING

Graduate-level

SOCI5503 Methods of Social Inquiry
SOCI5631 Contemporary Chinese Society
SOCI6010 Guided Studies I
SOCI6020 Guided Studies II

Undergraduate-level

UGEA2190 Chinese Society
SOCI4010 Graduation Thesis I
SOCI4020 Graduation Thesis II
SOCI4204 Sociology of Education

INVITED TALKS

- 2024 “Institutionalized Negative Selection and Structural Teacher Favoritism: Signs, Mechanisms, and Heterogeneity of the Effects of Cultural Capital on Educational Achievement in China”. Centre for Chinese Family Studies (CCFS) Webinar, CUHK, Hong Kong SAR. June.
- “Institutionalized Negative Selection, Structural Teacher Favoritism: Signs, Mechanisms, and Heterogeneities of the Effects of Cultural Capital on Educational Achievement in China”. International Conference on Population and Sustainable Development: Policy, Governance, and Practice. Xi’an Jiaotong University, Xi’an, China. May.
- 2023 “Adolescents’ School Bullying Victimization and Its Short- and Long-term Educational and Psychological Outcomes in China: A Life-course Perspective.” The 8th Young Scholars Forum of Beijing Zheng Hangsheng Social Development Foundation, Central China Normal University, Wuhan, China. June.

- 2022 “Introduction to Social Science Research.” Guest Lecture at Shanghai Jiao Tong University, Shanghai, China. June.
- 2021 “A Tale of Two Genders: Demystifying Girls’ Concurrence of Higher Educational Achievement and Higher Depression Levels”. Centre for Chinese Family Studies (CCFS) Webinar, CUHK, Hong Kong SAR. November.
- “A Tale of Two Genders: Demystifying Girls’ Concurrence of Higher Educational Achievement and Higher Depression Levels”. *Jixia Feng* Academic Forum, Shandong University, Jinan, China. July.
- “Demystifying Girls’ Concurrence of Higher Educational Achievement and Higher Depression Levels: Evidence from the China Education Panel Survey”. Shanghai International Studies University, Shanghai, China. June.

CONFERENCE PRESENTATIONS

- 2024 “Institutionalized Negative Selection, Structural Teacher Favoritism: Effects of Cultural Capital in A Standardized Educational System”. Annual Meeting of the American Sociological Association (ASA), Montreal, Canada. August.
- “Institutionalized Negative Selection, Structural Teacher Favoritism: Signs, Mechanisms, and Heterogeneity of the Effects of Cultural Capital on Educational Achievement in China”. Annual Conference of the Research on East Asian Demography and Inequality (READI), Beijing, China. July.
- “Catching Up Yet Still Falling Behind: Sources, Heterogeneity, and Implications of The Modest Female Educational Disadvantage in Poor Regions”. Annual Conference of the International Chinese Sociological Association (ICSA), Macau SAR. June.
- “Melody of the Mind: The Psychological Adjustment Effects of Cultural Capital on Educational Achievement”. International Sociological Association (ISA) RC28 Spring Meeting. Shanghai, China. May.
- “Unequal Adolescence: How Do Achievement, Depression, and Their Relationship Differ between Disadvantaged and Advantaged Students?”. Annual Conference of the Comparative and International Education Society (CIES), Virtual. March.
- 2023 “Unequal Adolescence: How Do Achievement, Depression, and Their Relationship Differ between Disadvantaged and Advantaged Students”. Annual Conference of the Hong Kong Sociological Association (HKSA), Hong Kong SAR. December.
- “Unequal Adolescence: How Do Educational Achievement, Depression, and Their Relationship Differ between Disadvantaged and Advantaged Chinese Middle School Students?” Winter Forum of the Section of Social Stratification and Mobility of the Chinese Sociological Association (CSA), Jinan, China. November.
- “Unequal Adolescence: How Do Educational Achievement, Depression, and Their Relationship Differ between Disadvantaged and Advantaged Chinese Middle School Students?” Annual Meeting of the American Sociological Association (ASA) and Annual Conference of the International Chinese Sociological Association (ICSA), Philadelphia, USA. August.

“Adaptive Educational Expectation: How Does Parental Educational Expectation Respond to Child Academic Performance in Various Family Contexts?” The 1ST Annual Conference of the Research on East Asian Demography and Inequality (READI), Tokyo, Japan. July.

2022 “Context-Relevant Childhood Risk and Protective Factors and Long-term Implications for Adulthood Education and Mental Health”. Annual Meeting of the American Sociological Association (ASA), Los Angeles, USA. August.

2021 “A Tale of Two Genders: Demystifying Girls’ Concurrence of Higher Educational Achievement and Higher Depression Levels”. Annual Meeting of the American Sociological Association (ASA), Virtual. August.

“Credit Limits as an Element of Family Socioeconomic Status: An Application to the Case of Children’s Educational Outcomes in Rural Gansu Province.” Annual Conference of the Comparative and International Education Society (CIES), Virtual. April.

EXTERNAL SERVICES

Editorial Board Member

Chinese Education & Society, 2021-

Grant and Award Reviewer

Rosabeth Moss Kanter International Award for Research Excellence in Work and Family, 2023,2024
Hong Kong Research Grant Council (RGC) Faculty Development Scheme, 2021-2022

Course Reviewer

The Chinese University of Hong Kong, Shenzhen, 2021-

Journal Reviewer

American Sociological Review, Chinese Sociological Review, European Journal of Public Health, International Journal of Educational Development, Social Science Research, Social Psychology of Education, Society and Mental Health, Sociology of Education, Sociology of Religion, Research in Social Stratification and Mobility, Rural Sociology, Journal of Mathematical Sociology, Youth & Society

PROFESSIONAL AFFILIATIONS

Member

American Sociological Association
Comparative and International Education Society
International Chinese Sociological Association
International Sociological Association
RC 28 on Social Stratification and Mobility