

Introduction to Sociology, Section 2 SC00102

Instructor: Prof. Matthew Williams

Course meeting time: Tuesday & Thursday, 10:30-11:45 am

Course location: Carney 106

Office hours: Tuesday & Wednesday, 1:30-2:30 pm or by appointment

Office location: McGuinn Hall, 410-D

Instructor's e-mail: matthew.williams.3@bc.edu

(Please note that any e-mail sent to matthew.williams@bc.edu will *not* reach me. You must include the ".3".)

Instructor's phone number: 617-552-8413

(E-mail is probably a quicker way to reach me, as I check my e-mail at least once a day, while I only check my voicemail a few times a week.)

Course Description

The purpose of this class is, as you probably guessed from the title, to give you an introduction to the field of sociology. Sociology is the scientific study of society--that is, of people in interaction with one another--and culture--that is, shared systems of beliefs. The social interactions that sociologists study can be as small as a face-to-face group of two or three friends or as large as the global capitalist economy. Similarly, culture includes everything from complex, clearly articulated political and religious belief systems to informal, taken-for-granted knowledge and norms. I hope you will come away from this class not only with an understanding of some of the major ideas in sociology, but, more importantly, with an understanding of how to think sociologically and an appreciation for the special insights of this way of thinking. At its best, sociology is not merely intellectually interesting but illuminates many of the issues we face in our day-to-day lives and many of the major social problems we are now grappling with as a country and a world.

Like the other social sciences, sociology is ultimately about what makes people tick--why we do the things we do. The sociological approach will, for many of you, be an unfamiliar and counter-intuitive way of approaching this question. In American popular culture, we tend to emphasize individual, psychological answers in trying to understand people's beliefs and behavior. Psychology certainly provides important insights into this matter, but in this class we will be approaching things from a much different angle. In this class, we will examine a number of different issues through what C. Wright Mills called "the sociological imagination". The sociological imagination involves being able to connect the experiences of individuals with larger social forces, such as cultural norms; political ideologies; major social institutions such as families, the mass media, capitalism and government; and systems of social hierarchy, such as race, class and gender. People in the same society can have profoundly different experiences depending on their relationships to these things, such as their place in hierarchies of race, class and gender. In sociology, we try to systematically analyze the experiences of large numbers of people in order to understand how these social forces affect their lives and discern patterns in the

resulting experiences. These include trying to understand how larger social forces affect people's beliefs, actions, life course, and chances of success in achieving their goals. We will find that, while individual psychology and choices are important, there are many things beyond the control of individuals that shape and limit their choices. In particular, we will look at how systems of power and privilege create more options and greater chances of success for some of us than others. It is the systematic analysis and search for such patterns that make sociology a science. It is the examination of how larger social forces shape our lives as individuals and communities that makes sociology profoundly relevant to understanding many of today's most important social issues.

We will start the semester with an introduction to some core sociological ideas--how the sociological imagination works; how sociologists do research; key concepts like culture, structure and socialization; and an understanding of how power and privilege shape our lives. Once we have finished examining these core ideas, we will move to applying them to some of the major social crises that we face today, focusing on the decline of community and the growth of impersonal social structures; the death of the New Deal social contract; the on-going "culture wars"; and globalization. You will find that most sociologists (although by no means all of them) tend to have a liberal take on many of these issues. In part, this reflects the values of many sociologists, but it also reflects where the weight of the sociological evidence points in terms of the causes of (and possible solutions to) many of our major social problems. We will, however, consider all sides of the issue, both liberal and conservative, when we consider many problems. Instead of assuming ahead of time which perspective is right, we will examine the arguments and evidence for different positions and attempt to evaluate them on these grounds.

Since this is a core sociology class, we will also address the following matters:

- We will consider some of the perennial questions that sociologists ask: How is society possible, and how much social conformity is necessary for it to survive? What is the nature of human freedom and what are the limits of our ability to withstand oppression? How do cultures and societies evolve?
- We will spend a unit considering the various methods that sociologists use. These systematized methods of empirical research are what make sociology a science, as opposed to a field of philosophical speculation.
- We will consider issues of cultural diversity. These include issues of race, class, and gender within the United States, as well as the diverse range of cultures throughout the world. As part of this process of exploring diversity, we will read articles by authors who are themselves from culturally diverse backgrounds.
- We will consider why a historical perspective is an important element of sociology. Societies are not static, but change over time and if we are to understand why things are the way they are today, we must understand the history and causes of these changes.
- The class will be writing intensive. (See the section, Written Assignments and Grading, below.)
- Finally, I hope this class will help you develop a personal philosophy. In particular, I hope that you will come to understand how larger social forces have

shaped your life and the lives of others and consider the implications of this for issues like ethics, social policy and social justice.

Examining issues from a sociological perspective can sometimes be challenging. As I said, it can be very counter-intuitive in a society where we have all been raised to look at questions from a psychological perspective. Most likely, you will find many of your deeply held beliefs about how the world works being challenged. Those of you from more privileged backgrounds will have to examine your privilege rests (through no fault of your own) on the disenfranchisement of others. Since we are looking at major social issues, we will inevitably be dealing with matters that are very controversial. This can sometimes be disturbing and upsetting, but I urge you to approach these matters with an open mind. I do not expect you to necessarily change your deeply held beliefs, but I do hope that you are willing to reexamine them and that you will come away with a greater appreciation for the complexity of many of the issues we face as a society.

Readings

Books

The following books will be used in the class and are available at the BC bookstore; they will also be on course reserve at the library:

- Robert N. Bellah, Richard Madsen, William M. Sullivan, Ann Swidler, and Steven M. Tipton, *Habits of the Heart: Individualism and Commitment in American Life* (2nd edition) (New York, Harper & Row, 1996)
- Susan J. Ferguson, *Mapping the Social Landscape: Readings in Sociology* (4th edition) (Boston, McGraw-Hill, 2005)
- Allan G. Johnson, *Privilege, Power and Difference* (2nd edition) (Boston, McGraw-Hill, 2006)
- Kenneth J. Neubeck and Davita Silfen Glasberg, *Sociology: Diversity, Conflict, and Change* (Boston, McGraw-Hill, 2005)
- Michael Schwalbe, *The Sociologically Examined Life: Pieces of the Conversation* (3rd edition) (Boston, McGraw-Hill, 2005)

On-Line Course Reserve

Many of the readings will be available in PDF format in the library's on-line course reserve system. While this may be less convenient than a pre-printed coursepack, it is also considerably cheaper (as in free).

Web

A few of the readings will be available on the internet. The URLs for each reading are provided in the syllabus.

Attendance

Attendance is required for this class. I will be discussing certain facts and ideas in class that will not be in the readings. Thus, if you wish to do well on the exams, it behooves you to attend the lectures. You are allowed three unexcused absences. For each

unexcused absence after the third, I will deduct one point from your final grade. This can add up rather quickly to a substantial penalty to your grade, so please pay attention to how many classes you have missed.

If you come into class late, after attendance has been taken, please check in with me at the end of class to make sure you are not marked as absent. If you are more than fifteen minutes late, you will be credited with only half an attendance.

Written Assignments

Midterm and Final Exams

There will be a mid-term and a final exams, worth 30% and 35% of your grade respectively. The midterm will test you on all the material in the first half of the class, including both the reading and the lectures, while the final will be cumulative. Both exams will be take-home, open-book, and open-notebook. Each exam will consist of a single essay question, the answer to which should each be between 8 and 10 pages. Since these are take-home exams, I expect your answers to be well thought out, well organized and well written. To show that you have done the reading, I expect you to cite the reading material, as well as drawing on exams and in-class movies. You may study in groups, but I expect the answers to the exam questions to be your own.

Research Paper

You are also required to do a research paper of 10 to 15 pages, worth 35% of your grade, on any issue of interest to you, as long as it is connected with sociology. This leaves you a lot of room to play with. Still, make sure that what you are writing is a sociology paper, not a psychology or philosophy paper. Some of the areas that sociologists and psychologists look at are the same or overlap, but they have different perspectives on them. These perspectives are both important--in fact, they complement each other--but the goal of this class is to help you develop a sociological perspective. Do not consider questions of individual psychology (or at least, do not focus on them), but those of how larger groups, social structures, and/or culture play out in terms of the issue you are interested in. Many of the issues that sociologists study are also ones that philosophers, theologians and others make ethical evaluations of. Such ethical evaluations are important and you may include them in your paper, but your focus should be on the concrete workings of some social phenomenon, not on how you judge it in terms of your values.

Types of papers: There are three types of papers you can do, each of increasing complexity.

- *A descriptive paper:* In this paper, you present an overview of the workings of some social phenomenon. If you do this well, you will most likely get a B or B+.
- *An evaluative paper:* Often, there are debates in scholarly circles about some social phenomenon. In this paper, you will summarize the different perspectives about the phenomenon and, based on the evidence contained in the various arguments, evaluate which argument stands up best. If you do this well, you will most likely get a B+ or A-.

- *An analytical paper*: In this paper, you take the evidence from the sources you have read and draw on the arguments others have made, but attempt to make your own argument about what is going on with this social phenomenon. If you do this well, you will most likely get an A- or A.

Topics: Possible paper topics you might pursue and analytical questions you might ask about them include:

- *Class relations*: How and why has the class structure of the US changed over time? How have people adapted to changes in their class position (the on-going decline in the middle class for instance)?
- *Globalization*: What are the causes of globalization? Who benefits and who is hurt by it? How are social movements going about trying to create a counter-globalization movement?
- *Healthcare*: Why is the US the only industrialized nation without a national healthcare system? What strategies do people use to get by in an unequal and often complicated and bureaucratic healthcare system?
- *Immigration*: How and why have patterns of migration changed over time? How do immigrants adapt to the new lands they move to?
- *Love and romance*: What social forces shape who people are attracted to? How and why have the norms related to love and romance changed over time?
- *Poverty*: What are the causes of poverty? How and why have attitudes towards the poor changed over time? How do the poor get by on low incomes?
- *Race relations*: How and why have race relations changed over time? Why do racial inequalities persist? Can affirmative action effectively address racial inequalities?
- *Sexual orientation*: How and why has our understanding of sexual orientation changed over time? How are differences in sexual orientation understood differently in different cultures? What effects has the gay rights movement had on the larger society--and how has it wrought these changes?
- *Social movements*: How and why did some particular social movement arise? What effects did it have on the larger society and how did it achieve these?
- *The welfare system*: How do people on the welfare system get by? What were the political causes for welfare reform? What have been the effects of welfare reform?

You should by no means feel limited by these suggestions. These are simply to spark your thinking. Almost anything having to do with human interaction is fair game for a paper topic.

Paper proposal: Although the research paper is due at the end of the semester, you will be expected to pass in a paragraph or two at the end of the first month of class, describing what issue you are interested in and what question about it you will try to answer. This will allow me to make sure that you are on target in your approach to the assignment, so you do not receive a rude awakening when you get the final grade for the paper. Your paper proposal should be accompanied by an annotated bibliography, that is a list of books or articles, with brief descriptions of each, that you are planning to use. I don't

expect you to have read all this material at this point, so your descriptions can be based on briefly skimming through them. Again, this is to ensure that you are on target with the sort of sources you are using. This will also let you determine whether there are actually enough sources for you to write a paper on your chosen topic.

Sources: Please be careful of what sources you use, drawing primarily on scholarly ones. Many people use the internet for information nowadays, but much of the information on the internet is not reliable. This is also, of course, true for printed material, but the internet has allowed people whose work would never otherwise be published because of its lack of credibility to self-publish. Please try to evaluate the quality of the material you are reading, whether it is printed or on-line. Is it a reasoned, scholarly consideration of an issue? Or is it a political rant, without much evidence to back it up? There is nothing wrong with sources that make political judgments, but these judgments should be based on empirical research which you can draw on in your paper and to make your own conclusions. Also make sure that the sources you are using are current. If you are writing a paper on race relations, do not use a book from the 1950s--a lot has changed since then. When looking for sources, in addition to searching through Quest for books in the library, I encourage you to also use the numerous databases of scholarly articles that you can access through the library's home page. JSTOR and Sociological Abstracts are particularly useful.

Paper format

All written assignments should be typed and double-spaced. Please number your pages and use 12-point type in a common font such as Times or Courier. The quality of your writing counts--papers should use proper grammar, be well organized and be written in a clear style. For the research paper, please provide full citations (author, title, publisher, year of publication, etc.) for all written sources, including class readings. Citations should be provided not only for direct quotes, but for also any facts or ideas you have taken from someone else's writings. Failure to do so constitutes a violation of academic integrity (see below).

Late papers

For every day a paper is late, I will deduct three numerical points from it. A paper handed in the day it is due, but after class is over, will be counted as half a day late--that is I will deduct 1.5 points from it. Late papers should be turned in to my mailbox, #71 in McGuinn 410. Please do not e-mail them to me as attachments. If you must turn a paper in late, however, you should e-mail me, telling me that you have left it in my mailbox. I do not come into campus everyday to check it and if you leave it there without e-mailing me, I will have to assume that you turned it in the day I find it. I do grant extensions, but you must ask me in a timely fashion--not the day before the paper is due. I will make exceptions to all these rules in the case of a documented medical or personal emergency.

Academic Integrity

Following is BC's definition of academic integrity, from <http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity>. Please familiarize yourself with it. If you have any questions about how to interpret it in the context of class assignments, please feel free to ask me. Any violation of academic integrity will result, at a minimum, in a zero on that assignment. Additionally, I will report the incident to your dean and the Committee on Academic Integrity. This is as much for your protection as mine, since the Committee will conduct an independent review of the incident in order to determine whether or not I have made a fair judgment.

Policy and Procedures

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

Standards

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

Cheating is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- copying from another student's work;
- actions that destroy or alter the work of another student;
- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved;
- dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and

other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Other breaches of academic integrity include:

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

Collusion is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

Special Needs

If you have a learning disability, please tell me during the first week of classes, so that I can best prepare to accommodate you.

Course Schedule

This schedule is subject to change should the need arise. If I make any changes, I will tell you promptly, so you know which work you should complete when.

In the case of units lasting more than one day, the readings should be completed by the first day of the unit.

Part 1: Introduction

Introduction, January 17
first day of class--no reading

The Sociological Perspective, January 19 & 24

Neubeck & Glasberg, ch. 1

Ferguson, chs. 1-2 (Mills, “The Promise”; Gaines, “Teenage Wasteland”)

Schwalbe, chs. 1-4 & 7-9

Sociological Research, January 26

Neubeck & Glasberg, ch. 2

Ferguson, ch. 6 (Kaplan, “Not Our Kind of Girl”)

Course reserve: Joel Best, *More Damned Lies and Statistics* (Berkeley, University of California Press, 2004), ch. 6 (pp. 144-169)

Schwalbe, ch. 12

Part 2: Social Order and Social Change

Culture, January 31

Neubeck & Glasberg, ch. 5

Ferguson, chs. 7 & 9 (Velliquette & Murray, “The New Tattoo Subculture”; Kaw, “Opening Faces”)

Bellah et al., chs. 1-2

Individualism and the Decline of Community, February 2 & 7

Bellah et al., chs. 3-10

Social Structure and Modernization, February 9 & 14

Neubeck & Glasberg, pp. 45-47, 56-77, 93-107

Course reserve: Theodore P. Gerber. “When Public Institutions Fail: Coping with Dysfunctional Government in Post-Soviet Russia.” *Contexts*, vol. 3, no. 1 (2004), pp. 20-28.

Course reserve: Ellen Meiksins Wood, *The Origin of Capitalism* (New York, Monthly Review Press, 1999), chs. 4-5 (pp. 67-104)

Course reserve: Charles Perrow, *Organizing America* (Princeton NJ, Princeton University Press, 2002), ch. 2 (pp. 22-47)

Ferguson, ch. 56 (Ritzer, “The McDonaldization of Society”)

Part 3: The Self in Society

Socialization, February 16

Neubeck & Glasberg, ch. 6

Ferguson, chs. 12 & 13 (Messner, “Boyhood, Organized Sports, and the Construction of Masculinity”; Granfield, “Making It by Faking It”)

Schwalbe, ch. 5

Social Interaction, February 21

Neubeck & Glasberg, pp. 80-93

Ferguson, ch. 15 (Adler & Adler, “Peer Power”)

Course reserve: Peter Kivisto and Dan Pittman, "Goffman's Dramaturgical Sociology" (in Peter Kivisto [editor], *Illuminating Social Life* [3rd ed.], Thousand Oaks CA, Pine Forge Press, 2005), ch. 10 (pp. 259-279)

Course reserve: Philip Meyer, "If Hitler Asked You to Electrocute a Stranger, Would You? Probably", *Esquire*, February 1970, pp. 73, 128, 130, 132
Schwalbe, ch. 6

Assignment: Paper proposal and annotated bibliography due, February 21 in class.

Part 4: Power, Oppression and Resistance

Power, Privilege and Oppression, February 23 & 28
Neubeck & Glasberg, chs. 7-8
Johnson, all

Multiculturalism versus Monoculturalism, March 2

Ferguson, chs. 10, 28, 32-33, 50 (Trask, "Lovely Hula Hands"; Williams, "The Glass Escalator"; Lee & Bean, "Beyond Black and White"; Rubin, "Is This a White Country or What?"; Crow Dog & Erdoes, "Civilize Them with a Stick")

Course reserve: Charles A. Gallagher, "Color-Blind Privilege", *Race, Gender & Class*, vol. 10, no. 4 (2003), pp. 22-37

Course reserve: Curtis Crawford, "Racial Preference Versus Nondiscrimination", *Society*, March/April 2004, pp. 51-58

NO CLASS, *spring break*, March 7 & 9

Political Power, March 14

Neubeck & Glasberg, pp. 331-353

Ferguson, chs. 24 & 35-36 (Domhoff, "Who Rules America?"; Mills, "The Power Elite"; Clawson, Neustadtl & Weller, "Dollars and Votes")

Course reserve: Andrew McFarland, *Public Interest Lobbies* (Washington DC, American Enterprise Institute, 1976), ch. 1 (pp. 1-24)

Social Movements, March 16 & 21

Movie (in-class): *Eyes on the Prize, Part 3: Ain't Scared of Your Jails*

Neubeck & Glasberg, pp. 313-325

Course reserve: Richard Flacks, *Making History* (New York, Columbia University Press, 1988), chs. 1 (pp. 1-24)

Web: Martin Luther King, Jr., "Letter from Birmingham City Jail" (1963). Available many places on-line, including the Nobel Prize Internet Archive:
<http://almaz.com/nobel/peace/MLK-jail.html>

Course reserve: Anthony Oberschall, "Opportunities and Framing in the Eastern European Revolts of 1989," *Comparative Perspectives on Social Movements* (edited by Doug McAdam, John D. McCarthy, and Meyer N. Zald) (New York, Cambridge University Press, 1996), ch. 4 (pp. 93-121)

Course reserve: Francesca Polletta, *Freedom is an Endless Meeting* (University of Chicago Press, 2002), chs. 1 & 6 (pp. 1-25, 149-175)

Assignment: Midterm Exam due, March 21 in class. (The exam will be passed out in class March 14.)

Part 5: The Death of the New Deal

The Economy and Labor, March 23

Neubeck & Glasberg, ch. 12

Ferguson, ch. 43 (Leidner, "Over the Counter")

Course reserve: Charles Derber, *Corporation Nation* (New York, St. Martin's Griffin, 1998), chs. 1 & 3 (pp. 11-28, 49-72)

Course reserve: Kim Vosss & Rick Fantasia, "The Future of American Labor", *Contexts*, vol. 3, no. 2, 2004, pp. 35-41

Poverty and the Welfare System, March 28 & 30

Movie (in-class): *A Days' Work, A Day's Pay*

Neubeck & Glasberg, pp. 353-361

Ferguson, chs. 8, 25-26 & 42 (Anderson, "The Code of the Streets"; Oliver & Shapiro, "Black Wealth/White Wealth"; Ehrenreich, "Nickel-and-Dimed"; Wilson, "When Work Disappears")

Course reserve: Kathryn Edin & Laura Lein, *Making Ends Meet* (New York, Russell Sage Foundation, 1997), ch. 8 (pp. 218-235)

Course reserve: Charles Murray, "And Now for the Bad News," *Society*, vol. 31, no.1 (1999), pp. 12-15

Education, April 4

Neubeck & Glasberg, ch. 13

Ferguson, chs. 30 & 51-52 (Sadker & Sadker, "Failing at Fairness"; Cookson & Persell, "Preparing for Power"; Ferguson, "Bad Boys")

Part 6: The Culture Wars

Religion, April 6

Neubeck & Glasberg, ch. 16

Course reserve: Gordon Allport, *The Nature of Prejudice* (Reading MA, Addison-Wesley Publishing, 1954), ch. 28 (pp. 444-457)

Course reserve: Robert Wuthnow, *The Restructuring of American Religion* (Princeton NJ, Princeton University Press, 1988), ch. 12 (pp. 297-322)

Assignment: Research paper due, April 16 in class

Families, April 11

Neubeck & Glasberg, ch. 15

Ferguson, chs. 53 & 55 (Stacey, "Gay and Lesbian Families are Here"; Hochschild, "The Time Bind")

Course reserve: Stephanie Coontz, "The American Family", *Life*, November 1999, pp. 79-??

Course reserve: Carol Stack, *All Our Kin: Strategies for Survival in a Black Community* (New York, Harper & Row, 1974), ch. 4 (pp. 45-61)

Course reserve: David Popenoe, "The American Family Crisis," *National Forum*, Summer 1995, pp. 15-19

NO CLASS, *Easter weekend*, April 13

The Mass Media, April 18

Ferguson, chs. 38-40 & 46 (Marger, "The Mass Media as a Power Institution"; Mantsios, "Media Magic"; Gitlin, "Media Unlimited"; Lowney, "Baring Our Souls")

Course reserve: Juliet Schor, *Born to Buy* (New York, Scribner, 2004) ch. 3 (pp. 39-68)

Course reserve: Robert W. McChesney & John Bellamy Foster, "The Left Wing Media?", *Monthly Review*, vol. 55, no. 2 (2003), pp. 1-16

Course reserve: William McGowan, *Coloring the News* (San Francisco, Encounter News, 2001), ch. 6 (pp. 218-238)

Part 7: Global Sociology

Globalization, April 20 & 25

Movie (in-class): TBA

Neubeck & Glasberg, pp. 47-56, 298-307

Course reserve: Walden Bellow, *Deglobalization* (New York, Zed Books, 2004 [2nd edition]), chs. 2-3 (pp. 32-65)

Course reserve: Naomi Klein, *No Logo* (New York, Picador, 1999), ch. 9 (pp. 195-229)

Course reserve: Carmen Ferradas, "Argentina and the End of the First World Dream" (in Stanley Aronowitz & Heather Gautney [editors], *Implicating Empire*, New York, Basic Books, 2003), ch. 20 (pp. 309-324)

Course reserve: Jagdish Bhagwati, *In Defense of Globalization* (New York, Oxford University Press, 2004), ch. 5 (pp. 51-67)

Foreign Policy and War, April 27

Neubeck & Glasberg, pp. 562-571

Ferguson, chs. 14 & 58 (Dyer, "Anybody's Son Will Do"; Derber, "The Wilding of America")

Course reserve: Jonathan Schell, "No More Unto the Breach", *Harper's*, vol. 306, no. 1834 (2003), pp. 33-46

Course reserve: Max Boot, "The Case for American Empire", *The Weekly Standard*, vol. 7, no. 5 (2001), pp. 27-30

Population and the Environment, May 2

Neubeck & Glasberg, pp. 539-554

Course reserve: Joshua Karliner, *The Corporate Planet* (San Francisco, Sierra Club Books, 1997), ch. 1 (pp. 1-29)

Course reserve: Ross Gelbspan, "Toward a Global Energy Transition", *Dollars & Sense*, no. 252 (2004), pp. 25-28, 34-35

Web: Anil Agarwal and Sunita Narain, "Redressing Ecological Poverty Through Participatory Democracy", Political Economy Research Institute Working Paper # 36, 2000, download as a PDF from PERI website:

<http://wwwx.oit.umass.edu/~peri/html/1/71.html>

Course reserve: Paul R. Ehrlich and Anne H. Ehrlich, *The Population Explosion* (New York, Simon & Schuster, 1990), ch. 1 (pp. 13-23)

Wrap-Up Session, May 4
no reading

Assignment: Final Exam due Friday, May 12, 9:00 am. (The exam will be passed out in class on May 4.)

Filename: SC001_02_Williams.doc
Directory: C:\Documents and Settings\COJULUN\My
Documents\1STAFF ASSISTANT\Syllabi\Spring 06
Template: C:\Documents and Settings\COJULUN\Application
Data\Microsoft\Templates\Normal.dot
Title: Introduction to Sociology
Subject:
Author: Matthew Williams
Keywords:
Comments:
Creation Date: 1/8/2006 11:01 AM
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Last Saved On: 1/8/2006 11:23 AM
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Number of Pages: 13
Number of Words: 4,691 (approx.)
Number of Characters: 26,742 (approx.)