

Introduction to Sociology, Section 2 SC00102

Instructor: Prof. Matthew Williams

Course meeting time: Tuesday & Thursday, 12:00-1:15 pm

Course location: Carney 102

Office hours: Tuesday, 10:30-11:30 am; Wednesday, 11:00 am-12:00 pm

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, ext. 9

(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 the ways in which sociological thinking can help you better understand your own and others' lives. 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, when we try to understand people's beliefs and behaviors, we tend to emphasize either individual, psychological answers or ones that are "essentialist"--that say that's just the way people, or a particular group of people are ("boys will be boys"). Psychology certainly provides important insights into this matter, but in this class we will be approaching things from a much different angle. (As for essentialism, I hope by the end of the class, you will regard such positions with great skepticism.) 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 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. I am not going to try to force a liberal perspective on you though--we will look at and evaluate the evidence and you can draw your own conclusions.

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 and, as I said, counter-intuitive. 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 how 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:

- Susan J. Ferguson, *Mapping the Social Landscape: Readings in Sociology* (4th edition) (Boston, McGraw-Hill, 2005)
- Kenneth J. Neubeck and Davita Silfen Glasberg, *Sociology: Diversity, Conflict, and Change* (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 such readings are provided in the syllabus.

Recommended Readings

As you might guess from their name, you do not have to read those readings listed as recommended. They include two sorts of articles I thought some of you might be interested in, but which I did not assign so as not to overwhelm you with work. Some of the readings are conservative counterpoints to the sociological readings that are assigned; this will give you a taste of the "other side" in many of the debates on social issues we will touch on. Others consider the policy implications of the sociological analyses which we will cover in class. If you come away from class wondering what the alternatives are to the social problems we've discussed, these assignments will give you a taste of what some people have proposed.

Attendance

Attendance is required for this class and will be worth 5% of your grade. 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 two unexcused absences. If you have two or fewer unexcused absences, your grade for attendance will be a 95%. For every absence after the first two, I will deduct 3 points from your attendance grade (i.e., after three absences, your grade would be a 92%, after four, an 89%, etc.). Thus, good attendance can boost your grade, while poor attendance can hurt it.

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 30% 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--if it has to do with human interaction, it's probably fair game. Still, make sure that what you are writing is a sociology paper, not a psychology or philosophy paper. Some of the issue 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.

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*: Why do people immigrate? How do immigrants adapt to the new lands they move to? Why is there a backlash against immigrants in the US?
- *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.

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 know that sometimes you have multiple projects due at the same time, so 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: Core Concepts

September 5, *Introduction*

No reading--first day of class

September 7, *The Sociological Perspective*

Neubeck & Glasberg, ch. 1

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

Course reserve: Charles Lemert, "Imagining Social Things, Competently" and "Personal Courage and Practical Sociologies" (chs. 1-2), *Social Things* (2nd ed.) (Lanham MD, Rowman & Littlefield, 2002)

September 12, *Sociological Research*

Neubeck & Glasberg, ch. 2
Ferguson, chs. 4 & 6 (Schwalbe, "Finding Out How the Social World Works"; Kaplan, "Not Our Kind of Girl")
Course reserve: Joel Best, "Contentious Numbers" (ch. 6), *More Damned Lies and Statistics* (Berkeley, University of California Press, 2004)

September 14, *Social Structure*
Neubeck & Glasberg, pp. 45-47, 56-77
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 Agrarian Origin of Capitalism" (ch. 4), *The Origin of Capitalism* (New York, Monthly Review Press, 1999)

September 19, *Culture*
Neubeck & Glasberg, ch. 5
Ferguson, chs. 7-9, 29 (Velliquette & Murray, "The New Tattoo Subculture"; Anderson, "The Code of the Streets"; Kaw, "Opening Faces"; Espiritu, "The Racial Construction of Asian American Women and Men")

Part 2: Power, Inequality and Resistance

September 21, 26, & 28 *Social Inequalities: Race, Class and Gender*
Movie (in-class): *True Colors* (producers, Mark Lucasiewicz and Eugenia Harvey; Northbrook IL: MTI/Film & Video, 1991)
Neubeck & Glasberg, chs. 7-8
Ferguson, chs. 24-26, 28, 33, & 60 (Domhoff, "Who Rules America?"; Oliver & Shapiro, "Black Wealth/White Wealth"; Ehrenreich, "Nickel-and-Dimed"; Williams, "The Glass Escalator"; Rubin, "Is This a White Country, or What?"; Johnson, "What Can We Do?")
Course reserve: Eduardo Bonilla-Silva, "The Central Frames of Color-Blind Racism" (ch. 2), *Racism Without Racists* (Lanham MD, Rowman & Littlefield, 2003)
Course reserve: Rosabeth Moss Kanter, "Numbers: Minorities and Majorities" (ch. 8), *Men and Women of the Corporation* (New York, Basic Books, 1977)

Recommended

Course reserve: Curtis Crawford, "Racial Preference Versus Nondiscrimination", *Society*, March/April 2004, pp. 51-58
Course reserve: Michael K. Brown *et al.*, "Civil Rights and Racial Equality" (ch. 5), *White-Washing Racism* (Berkeley, University of California Press, 2003)

October 3, *Political Power*
Neubeck & Glasberg, ch. 11
Ferguson, chs. 35-36 (Mills, "The Power Elite"; Clawson, Neustadtl & Weller, "Dollars and Votes")

Course reserve: David Croteau, “The Promise of Democracy” and “Politics, Work, and the Private Citizen” (chs. 1 & 10), *Politics and the Class Divide* (Philadelphia, Temple University Press, 1995)

Recommended

Course reserve: Hilary Wainwright, “Porto Alegre” (pp. 42-69), *Reclaim the State* (New York, Verso, 2003)

October 5, 10 & 12, *Social Movements*

Movie (in-class): *Eyes on the Prize, Part 3: Ain't Scared of Your Jails* (director, Judith Vecchione ; Alexandria VA : PBS Video, 1986)

Neubeck & Glasberg, pp. 313-325

Course reserve: Jo Freeman, “On the Origins of Social Movements” (ch. 1), *Waves of Protest*, edited by Jo Freeman & Victoria Johnson (Lanham MD: Rowman & Littlefield, 1999)

Course reserve: Eric L. Hirsch, “Sacrifice for the Cause”, *American Sociological Review*, vol. 55, no. 2, 1990, pp. 243-254

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

Course reserve: Charlotte Ryan & William Gamson, “The Art of Reframing Political Debates”, *Contexts*, vol. 5, no. 1, 2006, pp. 13-18

Course reserve: James M. Jasper, “Rituals and Emotions at Diablo Canyon” (ch. 8), *The Art of Moral Protest* (Chicago, University of Chicago Press, 1997)

Course reserve: Francesca Polletta, “Friendship and Equality in the Women’s Liberation Movement” (ch. 6), *Freedom is an Endless Meeting* (Chicago, University of Chicago Press, 2002)

Part 3: The Self in Society

October 17, *Socialization and the Self*

Neubeck & Glasberg, ch. 6

Ferguson, chs. 12, 14 & 30 (Messner, “Boyhood, Organized Sports, and the Construction of Masculinities”; Dyer, “Anybody’s Son Will Do”; Sadker & Sadker, “Failing at Fairness”)

October 19 & 24, *Social Interaction & Organizations*

Neubeck & Glasberg, ch. 4

Ferguson, ch. 11, 15 & 22 (Lorber, “‘Night to His Day’”; Adler & Adler, “Peer Power”; Boswell & Spade, “Fraternities and Collegiate Rape Culture”)

Course reserve: Deborah Gould, “Rock the Boat, Don’t Rock the Boat, Baby” (ch. 8), *Passionate Politics*, edited by Jeff Goodwin, James M. Jasper, & Francesca Polletta (Chicago, University of Chicago Press, 2001)

Course reserve: Harry Braverman, “The Degradation of Work in the Twentieth Century” (ch. 3), *The Sociology of Organizations*, edited by Michael J. Handel (Thousand Oaks CA, Sage Publications, 2003)

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

Course reserve: Robert Jackall, "The Social Structure of Managerial Work" (ch. 2), *Moral Mazes* (New York, Oxford University Press, 1988)

Part 4: The Death of the New Deal

October 26, 31 & November 2, *The Economy and Labor*

Movie (in-class): *A Days' Work, A Day's Pay* (directors, Kathy Leichter and Jonathan Skurnik; New York: Mint Leaf Productions, 2001)

Neubeck & Glasberg, ch. 12

Ferguson, ch. 42 & 43 (Wilson, "When Work Disappears"; Leidner, "Over the Counter")

Course reserve: Charles Derber, "The End of the Century" and "The Mouse, Mickey Mouse, and Baby Bells" (chs. 1 & 3), *Corporation Nation* (New York, St. Martin's Griffin, 1998)

Course reserve: Kathryn Edin & Laura Lein, "The Choice Between Welfare and Work" (ch. 8), *Making Ends Meet* (New York, Russell Sage Foundation, 1997)

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

Recommended

Course reserve: Charles Murray, "The Destruction of Status Rewards" (ch. 14), *Losing Ground* (New York, Basic Books, 1984)

Course reserve: William Julius Wilson, "A Broader Vision" (ch. 8), *When Work Disappears* (New York, Vintage Books, 1996)

Course reserve: David Schweickart, "Economic Democracy" (ch. 3), *After Capitalism* (Lanham MD: Rowman & Littlefield, 2002)

November 7, 9 & 14, *Globalization*

Movie (in-class): *Deadly Embrace: Nicaragua, the World Bank, and the IMF*

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

Ferguson, ch. 58 (Derber, "The Wilding of America")

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

Course reserve: Naomi Klein, "The Discarded Factory" (ch. 9), *No Logo* (New York, Picador, 1999)

Course reserve: Susan Strange, "Casino Capitalism" (ch. 1), *Casino Capitalism* (New York, Basil Blackwell, 1986)

Course reserve: Michael Goldman, "The Rise of the Bank" & "Privatizing Water, Neoliberalizing Civil Society" (chs. 2 & 6), *Imperial Nature* (New Haven CT, Yale University Press, 2005)

Course reserve: Peter Evans, "States" (ch. 3), *Embedded Autonomy* (Princeton NJ, Princeton University Press, 1995)

Course reserve: Arlie Russel Hochschild, "Love and Gold" (pp. 15-30), *Global Woman*, edited by Barbara Ehrenreich & Arlie Russel Hochschild (New York, Henry Holt & Company, 2002)

Course reserve: Christine Kelly & Joel Lefkowitz, "Radical and Pragmatic" (ch. 5), *Teamsters and Turtles?* Edited by John C. Berg (Lanham MD, Rowman & Littlefield, 2003)

Recommended

Course reserve: Jagdish Bhagwati, "Poverty: Enhanced or Diminished?" & "Corporations: Predatory or Beneficial" (chs. 5 & 12), *In Defense of Globalization* (New York, Oxford University Press, 2004)

Course reserve: John Cavanagh & Jerry Mander, "Ten Principles for Sustainable Societies" & "New International Structures" (chs. 4 & 10), *Alternatives to Economic Globalization* (San Francisco, Berrett-Koehler, 2004)

November 16, *Education*

Neubeck & Glasberg, ch. 13

Ferguson, chs. 13 & 51-52 (Granfield, "Making it by Faking It"; Cookson & Persell, "Preparing for Power"; Ferguson, "Bad Boys")

Part 5: The Culture Wars

November 21, *Religion*

Neubeck & Glasberg, ch. 16

Ferguson, chs. 44 & 45 (Weber, "The Protestant Ethic and the Spirit of Capitalism"; Chaves, "Abiding Faith")

Course reserve: Robert N. Bellah *et al.*, "Religion" (ch. 9), *Habits of the Heart* (Berkeley, University of California Press, 1996)

Course reserve: Robert Wuthnow, "Civil Religion" (ch. 10), *The Restructuring of American Religion* (Princeton NJ, Princeton University Press, 1988)

November 23

NO CLASS--Thanksgiving

November 28, *Families*

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: Kristin Luker, "Constructing an Epidemic" & "Choice and Consequence" (chs. 4 & 5), *Dubious Conceptions* (Cambridge MA, Harvard University Press, 1996)

Recommended

Course reserve: David Blankenhorn, "Fatherless Society" (ch. 2), *Fatherless America* (New York, Basic Books, 1995)

On-line: Stephanie Coontz & Nancy Folbre, "Marriage, Poverty, and Public Policy", *Council on Contemporary Families* website:

<http://www.contemporaryfamilies.org/subtemplate.php?t=briefingPapers&ext=marriagepovertypublicpoli>

November 30 & December 5, *The Mass Media*

Course reserve: Robert J. Brym & John Lie, "The Mass Media" (ch. 18), *Sociology: Your Compass for a New World* (Belmont CA, Thomson Wadsworth, 2007)

Ferguson, chs. 38, 39 & 46 (Marger, "The Mass Media as a Power Institution"; Mantsios, "Media Magic"; Lowney, "Baring Our Souls")

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

Course reserve: Charlotte Ryan, "Getting Framed" (ch. 3), *Prime Time Activism* (Boston, South End Press, 1991)

Course reserve: Juliet Schor, "From Tony the Tiger to *Slime Time Live*" (ch. 3), *Born to Buy* (New York, Scribner, 2004)

Course reserve: Stephen Duncombe, "Zines" & "The Politics of Alternative Culture" (chs. 1 & 8), *Notes From Underground* (New York, Verso, 1997)

Recommended

Course reserve: William McGowan, "Reasons Why" (ch. 6), *Coloring the News* (San Francisco, Encounter Books, 2001)

Course reserve: Charles Fairchild, "The Canadian Alternative" (pp. 47-57), *Seizing the Airwaves*, edited by Ron Sakolsky & Stephen Dunifer (San Francisco, AK Press, 1998)

December 7, *Wrap Up Session*

No reading