



Department of Sociology
COLLEGE OF LETTERS & SCIENCE
UNIVERSITY OF WISCONSIN-MADISON

Sociology 181: The Sociological Enterprise Honors Introductory Seminar
Fall, 2022

Instructor: Loren Peabody (he/him/his pronouns)

Email: lorenpeabody@gmail.com and lpeabody@wisc.edu

Class meeting:

Monday, Wednesday, and Friday 11:00 a.m. to 11:50 a.m.
101 Agricultural Engineering Building

Office hours:

Monday and Friday 9:30-10:30 AM in Sewell Social Sciences 2416
and by appointment via Zoom (<https://uwmadison.zoom.us/j/6851010375>)

Course Overview

Sociology 181 is intended to provide an introductory overview of the discipline of sociology. To provide breadth, the class will survey (a) a selection of the sub-fields and specialized areas of research in sociology; (b) a variety of theoretical approaches to understanding social life; and (c) foundational research methods used by sociologists, both quantitative and qualitative. In order to achieve meaningful depth, we won't try to cover everything. The overarching themes will focus on economic inequality, racial inequality, and power & politics. As a course that satisfies Part B of the General Education Communication Requirement, we will focus heavily on developing social scientific research, writing, and communication skills.

Class Format

Regular and substantive student-instructor interaction will be grounded on a daily lecture with PowerPoint slides with intermittent full-group discussions; in most sessions, students will also engage with sets of questions or other activities in small groups before discussing as a class.

This seminar will thrive on student participation so please speak up regularly during class. An on-going assignment will be to come to class with at least one question on the readings prepared. Both clarification and discussion questions are fine. Laptops are permitted during class as long as they do not appear to be distracting.

It will not really be possible to take part in the class discussion without having done the reading, so make sure to complete the reading assignment before lecture. If the syllabus says “focus on pages...”, *only those pages are considered required reading*—the rest is optional. For some readings, only select passages are required, which are identified by a vertical line on the left margin of the text. Lectures will draw attention to select issues from the readings, but also present new material not covered in the assigned readings. All readings will be available on Canvas.

Lecture slides will be posted to our Canvas page just before class begins but do not contain all the important information that will be discussed. You are responsible for all material covered in lecture in addition to the reading assignments. Lecture slides will be color-coded in order to clarify the learning goal at stake and to highlight the methodological tools (olive green) and theoretical arguments (greige) that will be accumulated over the course of the semester.

Course Materials and Digital Tools

All readings, lecture slides, exams, assignment instructions, and resources conducting research will be posted on Canvas. All writing assignments will be submitted and will receive feedback through Canvas. All remote meetings will be held in my Zoom personal room (<https://uwmadison.zoom.us/j/6851010375>). There are no required books to purchase.

Evaluation and grades

Exam 1	15%
Exam 2	15%
Exam 3	15%
Research Paper	20%
Presentations	5%
Analytical Papers	15%
Attendance and Participation	15%

Letter grades will be assigned in accordance with the UW undergraduate grade policy:
A: 93-100 AB: 87-92.99 B: 83-86.99 BC: 77-82.99 C: 70-76.99 D: 60-69.99 F: 0-59.99

Attendance

If you must miss class for any reason, it is your responsibility to get notes from your classmates for the sessions that you miss. You are entitled to two “free” absences that do not affect your attendance grade, but beyond that, missing class will have a significant impact. Please let me know if you will be missing class for a reason that may be considered an excused absence *before the meeting* (e.g., a serious illness, a serious family emergency, university-related travel, or a religious observance). *If you are concerned about your health or need to take an excused absence, you may view lecture via my Zoom meeting room* (see below for more details).

Exams

You will take three in-class exams, accounting for 45% of your course grade. These will take place on Canvas, although students will have the option of writing out their responses on paper if they prefer. All materials presented in lecture and in your required readings are fair game, but lists of key concepts will be provided to help orient you to some of the most important material to study. Exams are generally non-cumulative, although there will be a few questions about methodological and theoretical issues that we will continue to engage with throughout the semester. The exams will consist of a mix of multiple choice, short answer and short essay questions about facts, concepts, and theories discussed in class and in your readings. There will not be questions that require you to remember specific quantitative data, but being able to recall approximate levels, the direction of major trends, and the magnitude of comparisons can be helpful. Please put the exam dates on your calendar:

Name	Material covered	Date
Exam 1	Part 1	Friday, October 7
Exam 2	Part 2	Wednesday, November 2
Final Exam	Parts 3 & 4	Monday, December 19

Make-up exams must be avoided if at all possible. Make-ups are only rarely arranged for a serious illness, a serious family emergency, university-related travel, or a religious observance. All make-up exams must be arranged before the exam. If you do not contact the professor before the exam, you will not be allowed to make up the exam unless there is an exceptional circumstance.

University Communications-B Requirements

In addition to learning about sociology, you will learn to write as a social scientist, conduct some forms of sociological research, present your findings, and analyze what sociologists have written. Each of the assignments in Sociology 181 has been created to meet the university's Communications B requirement and the requirements for majors in the departments of Sociology and Community & Environmental Sociology. The principle aim of the communication requirements is to prepare students for writing assignments in upper-level courses in the social sciences and to give sociology majors a base of knowledge with which to begin their studies. Specifically, the objectives of Communications B courses are to develop advanced skills in:

- Critical reading, logical thinking, and the use of evidence
- The use of appropriate style and disciplinary conventions in writing and other forms of communication
- The productive use of core library resources specific to the discipline
- Communication to diverse audiences in ways attentive to differences in backgrounds, values, viewpoints, and experiences

By the end of the semester, between the research project and the short writing assignments, you will have completed over 20 pages of writing, meeting the Communications-B requirements for writing.

Research Paper

The major writing assignment is a 10-12 page research paper that poses a sociological research question, identifies and reviews an existing literature related to it, and advances an argument about that literature that involves your own analysis using some empirical data/information. You are strongly encouraged to explore questions related to the topics we cover in class—look through the list of readings to come and start thinking about what interests you. As an introductory class, these papers will devote a lot of space to reviewing the literature and they are not required to collect original data or to engage in advanced discussions of methodology (that is the goal of Sociology 357: Methods of Sociological Inquiry). Still, your thesis statement should contain a claim that goes beyond what your sources say and the body should explicitly use empirical information that you have found through your research to support that argument.

- Arguments for this kind of paper often take the shape of:
 - Identifying an existing theory or an explanation of some phenomenon in the sociological literature and making a claim about how it is supported or challenged by empirical evidence.
 - Identifying a case or some variation in outcomes that presents a puzzle and making a claim about how well the existing literature explains it.
 - Identifying an interesting case or trend that adds to the literature or prompts us to reevaluate the literature on phenomena of its kind.
 - Identifying a phenomena that is not well known and using sociological concepts to describe and contextualize it.
- For most (but probably not all) sociological arguments, it can be very helpful to explicitly identify what is your dependent variable and what is your independent variable. This may be true even of qualitative studies: Desmond's ethnography of eviction treated eviction as an independent variable and poverty as a dependent variable (eviction as a "a cause and not just a condition of poverty").
- Consider entertaining a counter-argument. Is there an alternative explanation or a possible confounding variable or a counter example that you can respond to in order to strengthen your own argument?

The paper must engage with several published sociological sources and may also draw on quality journalism and government or NGO reports. The Assignments tab on Canvas will provide detailed instructions and a means to submit the assignments. Late submissions are penalized (1% of overall paper grade per day). You are encouraged to visit the Writing Center with a draft of your paper as they can be tremendously helpful for revising and polishing your writing. A series of [library research tutorials](#) will help develop familiarity with library resources and research skills. The research project is divided into a series of assignments due at different points in the semester.

Writing stage	Grading weight	Due date
Research question	10%	Monday, October 17
Library research tutorials	0%	Wednesday, October 26
Bibliography	10%	Wednesday, October 26
Thesis and outline	10%	Monday, November 7
First draft	30%	Monday, November 28
Final draft	40%	Friday, December 16

Analytical Papers

At the end of each of the four parts of the course, you will write a short analytical paper as an exercise in critically engaging with social scientific texts. The paper should be about 2 pages long (double-spaced, 1-inch margins, 11- or 12-point font in Arial, Calibri or Times New Roman). Try to include citations when appropriate using the parenthetical style (Author, Year) in your text and a list of references at the end formatted like the syllabus (ASA style) or in APA style.

The main goal is to formulate an argument that articulates and supports your own sociological analysis of the themes covered by our readings. The paper should summarize the main argument of one or two class readings very concisely--dedicate no more than half of a page to doing so. The introduction can be quite short but it should have a thesis statement that makes an argument and previews the ground the paper will cover. To help practice crafting a paper that revolves around one core claim that says something beyond what your sources say, the thesis statement should be underlined. There are various strategies for crafting an interesting analysis. A few possible ways of engaging with a text are:

- Comparing or contrasting it to other approaches—can the two perspectives work together for understand something or do they offer competing claims? Is one more compelling than the other? If so, why?
- Critiquing its theoretical assumptions—for example, does it hold assumptions about why individuals act the way they do or about why social structures persist or change?
- Elaborating its empirical implications—if this theory were true, then what would we expect to see in the world? Is there data out there that corroborates or falsifies the theory?
- Assessing its methodological choices—are the methods used sensible for the question it asked? Do the methods miss something?
- Extending its argument to other contexts or cases—is there a new trend or an interesting case that you are aware of that supports the reading's argument or that prompts us to reevaluate it?

Additional instructions and tips will be posted to Canvas.

Name	Due Date
Analytical Paper 1	Wednesday, October 5
Analytical Paper 2	Monday, October 31
Analytical Paper 3	Wednesday, November 23
Analytical Paper 4	Monday, December 12

Presentations

An additional objective of the university's Communications B requirements is to develop skills in disciplinary conventions for speaking. To satisfy this requirement, each student will give two oral presentations during the semester. One will be a conventional format public address that offers a 5 minute presentation of the main argument and findings of their research paper just before the final draft is due. The second will be a short "elevator pitch" during a 10 to 15 minute one-on-one office hours meeting with your instructor of (1) your general academic interests and (2) your proposal for the research paper. Please email your instructor and schedule a meeting by Monday, November 7.

Research Proposal Meeting	Schedule by Monday, November 7
Research Paper Presentation	Friday, December 9 or Monday, December 12

Learning During a Pandemic

- Let's collectively try our best to prioritize health
- Please communicate with me about any health or other circumstances that may impact your learning
- Consider wearing a well-fitting mask at all times in the classroom
- Class is designed for in-person participation. Yet in recent semesters students have had frequent absences due to health or concerns about possible COVID exposures. To minimize the impact of such absences, I will set up a Zoom link so that students can observe the class remotely. The link will always be: <https://uwmadison.zoom.us/j/6851010375>. To join, *please email me at least one hour before class begins with a one-sentence description of the health concern. If you are in doubt about your health or have any reason to be concerned about a possible COVID-19 exposure, please stay at home and join class through the Zoom link.* All absences for health reasons will be considered excused.
- Unfortunately, it is difficult to participate in class discussions when you are connected over Zoom. To earn participation credit for a session in which you join remotely for health or other excused reasons, students have the option of emailing me a short response paper (150-250 words) about the assigned readings at least one hour before class begins. The papers have two parts: first, concisely lay out either the author's main argument or the part of the argument you find most interesting; second, either pose a discussion question, offer a critique of the reading, or suggest how the reading could be useful for analyzing something going on today.
- The pandemic may present unexpected disruptions to our class routines. I will make every effort to keep in-person lectures going uninterrupted but it is likely that at some point office hours will need to be rescheduled to a remote, by-appointment format.
- A list of important services for students by the university—such as University Health Services, Mental Health Services, academic advising, the Dean of Students Office, and the Sexual Misconduct Resource and Response Program—can be found here: <https://www.wisc.edu/campus-life/student-services/>

Learning objectives

Beyond the specific substantive and methodological content we will cover in this course, we have designed this course to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- Critical thinking about society and social processes: Students can look beyond the surface of issues to discover the “why” and “how” of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternative explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- Critical evaluation of published research: Students will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- Seeing issues from a global perspective: Although this class will focus on research on the United States, international comparisons will deepen our understanding of the US and of the diversity of experiences abroad.
- Skillful Communication: Students will write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- Critical reading: Students will read sources from a variety of theoretical perspectives and will practice unpacking their arguments and contrasting them with alternative approaches.
- Numeracy: Students will build skills in understanding descriptive statistics and interpreting their representation in charts.
- Scientific reasoning: Students will be introduced to methods for supporting descriptive and causal claims with data.
- Research skills: Students will improve familiarity with social scientific research by identifying a research question, using library resources to locate a relevant literature, synthesizing its findings, and putting them to productive use in a sociological research paper.
- Improve project management skills: Students will improve their skills in time management, ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

Privacy

You may not record any lectures or discussion sections without written consent from Mr. Peabody. The privacy of your contributions and your classmates’ contributions to lecture and discussion sections are protected by federal law. Lectures and discussion materials and recordings for Sociology 181 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings provided on Canvas for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record our discussions without the professor’s permission unless you are considered by the university to be a qualified student with a disability requiring accommodation [Regent Policy Document 4-1]. Students may not copy or have discussion recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without

the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Accommodations

Please contact Mr. Peabody by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify:

<http://www.mcburney.wisc.edu>.

If you wish to request a scheduling accommodation for university-related travel, religious observances, national guard service, etc., you must notify me by the end of the second week of the course stating the specific date(s) for which you request accommodation. For religious observance accommodations, see <https://secfac.wisc.edu/academic-calendar/> for details.

Academic Integrity

In your exams and written assignments, you are expected to exercise academic honesty and integrity. According to UWS 14, academic misconduct occurs when a student:

- Seeks to claim credit for the work or efforts of another without authorization or citation
- Uses unauthorized materials or fabricated data in any academic exercise
- Forges or falsifies academic documents or records
- Intentionally impedes or damages the academic work of others
- Engages in conduct aimed at making false representation of [...] academic performance
- Assists other students in any of these acts

Cheating, plagiarism, or any other breach of academic integrity on an assignment in this course will result in an automatic failing grade of 0 for the exam or assignment in question, and a submission of written reports to your college dean and the dean of students. Please note that lack of familiarity with policies will not excuse failure to comply with them. All writing assignments are submitted through Turnitin, an anti-plagiarism software.

The university's Writing Center has an excellent webpage about how to successfully quote and paraphrase texts:

- <http://writing.wisc.edu/Handbook/QuotingSources.html>.

See also these guidelines about avoiding plagiarism:

- http://writing.wisc.edu/Handbook/QPA_plagiarism.html. Please make every effort to avoid such issues in your section writing assignments.

Civility

This course touches on a number of subjects that are controversial in the United States. We will engage with these debates in class so being civil and mindful will be essential for keeping the

conversations constructive. Throughout our discussions, we will start out under the expectation that no one is intentionally raising inflammatory or inappropriate questions or comments; we ask you to do the same, and to help avoid making anyone reconsider that expectation. At the same time, we recognize that there might be points at which someone's questions or comments strike someone else as hurtful or deeply objectionable. In such cases, we ask all of you to seriously consider the other person's point of view. It's important to neither jump to the conclusion that someone is completely aware of how their contributions are registering with everyone else in the room, nor to assume that reactions to a given contribution are off base simply because the speaker didn't intend or understand the contribution to be problematic. In short: be empathetic and strive to keep the discussion respectful. Put yourself in the other person's shoes, and try to help them understand your own point of view, drawing on the course material. If you notice someone else becoming upset, ask yourself why that might be the case, and think about the purpose of academic exchange. Remember: the idea is not to win an argument; the idea is to come to a better understanding of population problems and their potential solutions.

Additional Course Information

Course Designations and Attributes:

3-4 Credits

Gen Ed - Communication Part B

Breadth - Social Science

Level - Intermediate

L&S Credit

Honors - Honors Only Courses (H)

Course Description:

An introduction to the paradigms, methods and substance of sociology

Requisites:

Declared in an Honors program and satisfied Communications A requirement. Not open to students with credit for C&E SOC/SOC 210 or 211

How Credit Hours are Met by the Course:

This class meets for three, 50-minute class periods each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 2 hours out of the classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

Schedule

Format:

Date. Lecture Title

- Key lecture theme
- Key lecture theme
 - Reading bibliographic entry
 - Assigned selection of the reading with pages to focus on
 - Assigned selection of the reading with pages to focus on
 - Reading bibliographic entry
 - Assigned selection of the reading with pages to focus on

Part 1: Capitalism, Class and Economic Inequality	
Wednesday, September 7	Introduction to Sociology 181
Friday, September 9	The Sociological Perspective
Monday, September 12	Capitalism: How it Works and How it Emerged
Wednesday, September 14	Marx and Weber on Social Class
Friday, September 16	Erik Wright on Social Class
Monday, September 19	Portrait of Poverty and Housing Insecurity
Wednesday, September 21	Explaining Poverty
Friday, September 23	Rising Inequality and its Causes
Monday, September 26	Labor and Industrial Restructuring
Wednesday, September 28	Neoliberalism, Welfare Reform and Low-Wage Labor
Friday, September 30	Inequality and Social Outcomes
Monday, October 3	Deaths of Despair
Wednesday, October 5	Review Analytical Paper 1 due
Friday, October 7	Exam 1
Part 2: Race and Racial Inequality	
Monday, October 10	Social Construction of Race
Wednesday, October 12	Introducing Sociological Explanations of Racial Disparities
Friday, October 14	Multivariate Analyses of Racial Inequality
Monday, October 17	Health Disparities Research question due
Wednesday, October 19	Experimental Studies of Racial Discrimination
Friday, October 21	The Impacts of Mass Incarceration
Monday, October 24	The Politics of Mass Incarceration
Wednesday, October 26	Residential Segregation Bibliography due
Friday, October 28	Inner Cities and Suburbs
Monday, October 31	Review Analytical Paper 2 due
Wednesday, November 2	Exam 2
Part 3: Power, Democracy, the State and Civil Society	
Friday, November 4	Conceptualizing Power and Consent
Monday, November 7	Who Rules the City? Thesis and outline of paper due
Wednesday, November 9	Constraints on Democracy
Friday, November 11	Testing Theories of the State
Monday, November 14	Welfare States
Wednesday, November 16	Social Movements
Friday, November 18	Civil Society
Monday, November 21	Participatory Democracy First draft of papers due
Wednesday, November 23	Conclusion and Discussion of Papers
Friday, November 25	Thanksgiving Recess
Part 4: Gender, Immigration and Conclusion	
Monday, November 28	Gender Constructions and Inequality Analytical Paper 3 due
Wednesday, November 30	Gendered Labor
Friday, December 2	Political and Economic Impacts of Immigration
Monday, December 5	Explaining Immigration Flows
Wednesday, December 7	Additional topic chosen by students
Friday, December 9	Presentations
Monday, December 12	Presentations Analytical Paper 4 due
Wednesday, December 14	Conclusion and Review
Friday, December 16	Final draft of paper due
Monday, December 19	Final Exam on Parts 3 and 4 from 12:25 p.m. - 2:25 p.m.

Part 1: Class and Economic Inequality

Wednesday, September 7. Introduction to Sociology 181

- Overview of course content
- Introductions
- Syllabus highlights
- Mills' Sociological imagination
 - No reading

Friday, September 9. The Sociological Perspective

- Introduction to classical theorists
- Introduction to sociological methods
 - Ritzer, George and Wendy Wiedenhof Murphy. 2019. *Survey of Sociology*. Sage.
 - Chapter 1: Introduction to Sociology in the Global Age. Focus on sections "Sociology: Continuity and Change" and "The Social Construction of Reality" (pp. 14-20)
 - Chapter 2: Thinking about and Researching the Social World. Focus on sections "Classical Sociological Theory" (pp. 28-35) and "The Scientific Method" (pp. 44-45)

Monday, September 12. Capitalism: How it Works and How it Emerged

- Sociology's roots in attempting to understand modernity
- What is capitalism and how does it work?
- Contrasting explanations of why capitalism emerged from Smith, Marx and Weber
 - Wood, Ellen Meiksins. 2002. *The Origin of Capitalism: A Longer View*. New York, NY: Verso.
 - Introduction. Focus only on sections marked by a vertical line on pages 2-6
 - Chapter 4: Commerce or Capitalism? Focus only on sections marked by a vertical line on pages 74-76
 - Chapter 5: The Agrarian Origin of Capitalism. Focus on sections marked by a vertical line on pages 95-101, 103-105 and 108-109
 - Marx, Karl. 1976. *Capital Volume I*. London: Penguin Books (Original work published 1867).
 - Chapter 26: The Secret of Primitive Accumulation. Focus on first 2 pages marked by a vertical line
 - Weber, Max. 1992. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Talcott Parsons. London: Routledge (Original work published 1920).
 - Chapter 2: The "Spirit" of Capitalism. Focus only on sections marked by a vertical line on the left side of the text

Wednesday, September 14. Marx and Weber on Social Class

- Classical statements of Marx and Weber on class
 - Marx, Karl and Frederick Engels. 1969. Manifesto of the Communist Party. In S. Moore (Trans.), *Marx/Engels Selected Works, Vol. One*. Progress Publishers (Original work published 1848).

- Focus on sections marked by a vertical line on the left side of the text on pages 14-21, 22-27, and 34
- Marx, Karl. 1959. Estranged Labor. In M. Milligan (Trans.), *Economic & Philosophic Manuscripts of 1844* (pp. 28-35). Progress Publishers.
 - Focus on sections marked by a vertical line on the left side of the text on pages 28-32 (about 6 paragraphs)
- Weber, Max. 2013. Class, Status, Party. In H. H. Gerth (Trans.), *From Max Weber: Essays in Sociology*. Taylor & Francis Group. (Original work published 1922).
 - Focus on only sections marked by a vertical line on the left side of the text on pages 180-189 and 194 (about 12 paragraphs)

Friday, September 16. Erik Wright on Social Class

- Three concepts of social class: class as strata, as opportunity hoarding and as exploitation
 - Wright, Erik Olin and Joel Rogers. 2011. *American Society: How it Really Works*. W. W. Norton & Company.
 - Chapter 11: Class (pp. 195-204). Focus on all pages
 - Wright, Erik Olin. 2000. *Class Counts: Comparative Studies in Class Analysis*. Cambridge: Cambridge University Press.
 - Chapter 1: Class Analysis. Focus on pages 1-15

Monday, September 19. Portrait of Poverty and Housing Insecurity

- Human impacts of poverty and housing insecurity
- Introduction to ethnographic methods
 - Desmond, Matthew. 2017. *Evicted: Poverty and Profit in the American City*. New York: Broadway Books.
 - Prologue and Chapters 1-4 (pp. 1-52)
 - Epilogue (pp. 293-313)
 - About this Project (pp. 315-336)

Wednesday, September 21. Explaining Poverty

- Concepts of structure and individual attributes
- Wright's conceptualization of class applied to the issue of poverty
 - Calnitsky, David. 2018. "Structural and individualistic theories of poverty." *Sociology Compass*, 12(12).
 - Focus on all 14 pages

Friday, September 23. Rising Inequality and its Causes

- Concepts of Keynesianism, the postwar Golden Age, deindustrialization, decline in union density, globalization, neoliberalism, austerity, etc.
- Stiglitz's explanation of rising inequality in the US since the mid-1970s
 - Stiglitz, Joseph. 2018. "A Rigged Economy." *Scientific American*, 319(5), 56-61.
 - Focus on all 11 pages

Monday, September 26. Labor and Industrial Restructuring

- Describing deindustrialization in the Rust Belt and exploring its consequences

- Broughton, Chad. 2015. *Boom, Bust, Exodus: The Rust Belt, the Maquilas, and a Tale of Two Cities*. Oxford University Press.
 - Pages to focus on to be determined

Wednesday, September 28. Neoliberalism, Welfare Reform and Low-Wage Labor

- Neoliberalism as an ideology
- Welfare reform as an example of neoliberal policy and exploring its consequences for the working poor
 - Monbiot, George. 2016, April 15. "Neoliberalism—the ideology at the root of all our problems." *The Guardian*. Retrieved from: <https://www.theguardian.com/books/2016/apr/15/neoliberalism-ideology-problem-george-monbiot>
 - Focus on all 8 pages
 - Collins, Jane and Victoria Mayer. 2010. *Both Hands Tied: Welfare Reform and the Race to the Bottom in the Low-Wage Labor Market*. The University of Chicago Press.
 - Pages to focus on to be determined

Friday, September 30. Inequality and Social Outcomes

- Measures of national income, inequality and poverty
- Relationship of growth to health and social outcomes
- Relationship of inequality to social and health outcomes
 - Wilkinson, Richard and Kate Pickett. 2010. *The Spirit Level: Why Equality is Better for Everyone*. Bloomsbury Publishing.
 - Chapter 1: The end of an Era (pp. 3-14). Focus on all pages
 - Chapter 2: Poverty or Inequality? (pp. 15-30). Focus on all pages
 - Optional: Chapter 6: Physical Health and Life Expectancy (pp. 73-87)
 - Optional: Chapter 10: Violence: Gaining Respect (pp. 129-144)

Monday, October 3. Deaths of Despair

- Contrasting conflict theory to Durkheim's theory of social integration and to his methodological approach to suicide
- Effects of rising inequality on working class
 - Durkheim, Emile. 2003. "Suicide: A Study in Sociology." *Emile Durkheim: Sociologist of Modernity*, edited by M. Emirbayer. Blackwell Publishing. (Original work published 1897)
 - Focus only on sections marked by a vertical line on the left side of the text on pages 32-44 (about 22 paragraphs)
 - Case, Anne and Angus Deaton. 2020. *Deaths of Despair and the Future of Capitalism*. Princeton University Press.
 - Introduction: Death in the Afternoon. Focus on all pages
 - Chapter 2: Things Come Apart. Focus on all pages
 - Chapter 8: Suicide, Drugs, and Alcohol. Focus on sections marked by a vertical line on the left side of the text on pages 94-95 and 98
 - Chapter 10: False Trails: Poverty, Income, and the Great Recession. Focus on the first section (pp. 133-136) and the "Inequality" section (pp. 139-141)

Wednesday, October 5. Review. Analytical Paper 1 due

Friday, October 7. Exam 1 covering material from Part 1

Part 2: Race and Racial Inequality

Monday, October 10. Social Construction of Race

- Constructivist vs. essentialist conceptions of race
- Racial ideologies
 - Golash-Boza, Tanya. 2014. *Race and Racisms: A Critical Approach*. Oxford University Press.
 - Chapter 3: Racial Ideologies from 1920 to the Present (pp. 63-89). Focus on pages 78-86
 - Ignatiev, Noel. 1995. *How the Irish became White*. New York: Routledge. (pp. 1- 19, 34-42).
 - Pages 1-3 of Introduction
 - Eduardo Bonilla-Silva. 2015. The Structure of Racism in Color-Blind, “Post-Racial” America. *American Behavioral Scientist Volume, 59*(11), 1358-1376.
 - Focus on pages: 1359-1366

Wednesday, October 12. Introducing Sociological Explanations of Racial Disparities

- Racial disparities in health and economic outcomes
- Concept of structural or systemic racism
 - Golash-Boza, Tanya. 2014. Chapter 7: Understanding Racial Inequality Today: Sociological Theories of Racism. *In Race and Racisms: A Critical Approach* (pp. 178-190). Oxford University Press.
 - Focus on pages: 180-190, 199-200
 - Reskin, Barbara. 2012. The Race Discrimination System. *Annual Review of Sociology, 38*, 17-35.
 - Focus on pages: 17-24 and 36, but try to read whole article

Friday, October 14. Multivariate Analyses of Racial Inequality

- Multivariate analysis
- Causal path analysis
- Spurious relationships and confounding variables
- Independent effects of race on social outcomes
- Concentrated poverty
 - McNulty, Thomas L. and Paul E. Bellair. 2003. “Explaining Racial and Ethnic Differences in Adolescent Violence: Structural Disadvantage, Family Well-Being and Social Capital.” *Justice Quarterly 43*(3):709-748.
 - Focus on pages 1-8, 16-23

Monday, October 17. Health Disparities. Research question due

- Socio-economic health gradients
- Health disparities by race
 - Sapolsky, Robert. 2005. “Sick of Poverty.” *Scientific American*, December 1: 92-99.

- Focus on all pages
- Kawachi, Ichiro, Norman Daniels and Dean E. Robinson. 2005. "Health Disparities By Race And Class: Why Both Matter." *Health Affairs*, 24(2): 343-352.
- Focus on all pages

Wednesday, October 19. Experimental Studies of Racial Discrimination

- Field experiments
- Interaction effects
- Racial discrimination and felony stigma in employment
 - Pager, Devah. 2003. "Mark of a Criminal Record." *American Journal of Sociology* 108: 937-75
 - Focus on pages 937-962

Friday, October 21. The Impacts of Mass Incarceration

- Describe the growth of mass incarceration
- Racial disparities in the criminal justice system
- Individual-, family- and community-level impacts of mass incarceration
 - Alexander, Michelle. 2010. In *The New Jim Crow : Mass Incarceration in the Age of Colorblindness*. The New Press.
 - Chapter 9: The New Jim Crow (pp. 173-208). Focus on pages: 180-195 and 200-208, but try to read whole chapter
 - Western, Bruce and Becky Pettit. 2010. Incarceration and Social Inequality. *Daedalus*, 8-19.
 - Focus on all pages

Monday, October 24. The Politics of Mass Incarceration

- Why did mass incarceration come about?
 - Clegg, John and Adaner Usmani. 2019. The Economic Origins of Mass Incarceration. *The Catalyst*, 3(3).
 - Focus on pages: 1-23, but try to read whole article

Wednesday, October 26. Residential Segregation. Bibliography due

- Origins and continuing causes of residential segregation
 - Douglas S. Massey and Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of an Underclass*. Cambridge, MA: Harvard University Press.
 - Chapter 2: The Construction of the Ghetto. Focus on pages: try to read whole chapter
 - Chapter 4: The Continuing Causes of Segregation. Focus on pages: 83-101

Friday, October 28. Inner Cities and Suburban Peripheries

- Effects of neighborhood on individuals' life chances
- Relationships between segregated urban spaces
 - Cashin, Sheryll. 2021. *White Space, Black Hood: Opportunity Hoarding and Segregation in the Age of Inequality*. Boston: Beacon Press.
 - Chapter 5: Opportunity Hoarding (pp. 105-126). Focus on all pages

- Chapter 7: Neighborhood Effects: What the Hood and America Demand of Descendants (pp. 145-163). Focus on all pages.

Monday, October 31. Review. Analytical Paper 2 due

Wednesday, November 2. Exam 2 covering material from Part 2

Part 3: Power, Democracy, the State and Civil Society

Friday, November 4. Conceptualizing Power

- What is power?
- Views on three “faces” of power
 - Gaventa, John. 1980. *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley*. Urbana, IL: University of Chicago Press.
 - Skim preface and focus on all pages of Chapter 1.

Monday, November 7. Who Rules the City? Thesis and outline of paper due

- Who tends to hold power in local governments and to what ends?
- How are city governments constrained?
 - Logan, John and Harvey Molotch. 2007. *Urban Fortunes: The Political Economy of Place, 20th Anniversary Edition*. University of California Press.
 - Chapter 1. Skim pages 1-4
 - Chapter 3. Skim pages 50-52, 57-62
 - Schragger, Richard. 2013. Is a Progressive City Possible? Reviving Urban Liberalism for the Twenty-First Century. *Harvard Law & Policy Review*, 7: 231-252.
 - Focus on all pages

Wednesday, November 9. Constraints on Democracy

- Theories of elite influence on and structural constraints to democratic institutions at the national level
 - Wright, Erik Olin and Joel Rogers. 2011. *American Society: How it Really Works*. W. W. Norton & Company.
 - Chapter 16: Democracy: How it Works (pp. 337-352). Focus on all pages.
 - Young, K. A., Banerjee, T., & Schwartz, M. 2018. “Capital strikes as a corporate political strategy: The structural power of business in the Obama Era.” *Politics & Society*, 46(1), 3-28.
 - Try to skim whole article, but focus on pages 3-10, and 19-21

Friday, November 11. Testing Theories of the State

- Who is the state most responsive to?
- Empirical tests of theories of the state
 - Bartels, Larry. 2014. “Rich People Rule!” *The Washington Post*. April 8. Retrieved from: <https://www.washingtonpost.com/news/monkey-cage/wp/2014/04/08/rich-people-rule/>
 - Focus on all pages

- Gilens, Martin and Benjamin I. Page. 2014. "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens." *Perspectives on Politics*, 12(3), September 2014: 564 – 581.
 - Focus on pages 564-570

Monday, November 14. Welfare States

- Describing welfare states in developed countries with concept of welfare state regimes
- What explains the development of welfare states?
- Can theories of the state that emphasize class conflict account for the rise of welfare states?
 - Esping-Andersen, Gøsta. 1990. *The Three Worlds of Welfare Capitalism*. Princeton University Press.
 - Pages to focus on to be determined.

Wednesday, November 16. Social Movements

- Collective action problems
- The prisoner's dilemma and the assurance game
- Accounts of why people take part in social movements
- Rational choice theory and some of its critiques
 - Chong, Dennis. 1991. *Collective Action and the Civil Rights Movement*. Chicago: The University of Chicago Press.
 - Chapter 1: Public-Spirited Collective Action (pp. 1-12). Focus on sections marked by a vertical line on the left side of the text.

Friday, November 18. Civil Society

- The organization of civil society and its relationship to democratic political institutions and other social outcomes
 - Tocqueville, A. 2012. *Democracy in America: In Two Volumes*. (New Edition ed.). Indianapolis: Liberty Fund (Original work published 1840).
 - Chapter 5a: Of the Use That Americans Make of Association in Civil Life (pp. 895-908). Focus on sections marked by a vertical line on the left side of the text on pages 895-908 (about 8 paragraphs).
 - Chapter 7a: Relations between Civil Associations and Political Associations (pp. 912-917). Focus on sections marked by a vertical line on the left side of the text on pages 912-915 (about 10 paragraphs).
 - Putnam, Robert. 1995. Bowling Alone: America's Declining Social Capital. *Journal of Democracy*, 6(1), 65-78.
 - Focus on pages: skim whole article.

Monday, November 21. Participatory Democracy

- Experiments in participatory democracy and their impact on civil society
 - Peabody, Loren (forthcoming). "Participatory Budgeting." In *The Cambridge Handbook of Community Empowerment*, edited by Brian D Christens. Cambridge: Cambridge University Press.
 - Focus on pages: 2-6 and 13-16 and try to skim the rest.

Wednesday, November 23. Conclusion and Discussion of Writing Assignment. Analytical Paper 4 due

- Wrap up Part 3
- Discuss writing assignment
 - Jones, Jennifer, Sarah Quinn & Hana Brown, eds. 2011. *Writing for Sociology*. 2nd ed. Berkeley: University of California at Berkeley, Department of Sociology.
 - Focus on pages 21-23, 32-33, 38-39, 45-55, 57-63, 65-77
 - Optional: UW-Madison Writer's Handbook (<https://writing.wisc.edu/handbook/>)
 - Focus on section "Quoting and Paraphrasing" (<https://writing.wisc.edu/handbook/assignments/quoting-sources/>)

Part 4: Gender, Migration and Conclusion

Monday, November 28. Gender Inequality. First draft of research papers due

- What are "sex" and "gender"?
- Describe forms of gender inequality
- Explanations of the erosion of some forms of gender inequality and persistence of others
 - Wade, Lisa and Myra Marx Ferree. 2014. *Gender: Ideas, Interactions, Institutions* (2nd Edition). W. W. Norton & Company.
 - Pages to focus on to be determined

Wednesday, November 30. Gendered labor

- Emotional labor
- Unpaid labor in the home
 - Hochschild, Arlie Russell. 1983. *The Managed Heart: Commercialization of Human Feeling*. University of California Press/ProQuest Ebook Central.
 - Chapter 1: Exploring the Managed Heart. Focus on all 13 pages.
 - Wade, Lisa and Myra Marx Ferree. 2014. *Gender: Ideas, Interactions, Institutions* (2nd Edition). W. W. Norton & Company.
 - Pages to focus on to be determined

Friday, December 2. Political and Economic Impacts of Immigration

- The politics of immigration
- What are the macroeconomic and fiscal effects of immigration?
 - This American Life. 2017, December 8. Our Town (Part 1). Retrieved from: <https://www.thisamericanlife.org/632/our-town-part-one>.
 - Listen to entire podcast or read transcript.
 - This American Life. 2017, December 15. Our Town (Part 2). Retrieved from: <https://www.thisamericanlife.org/633/our-town-part-two>.
 - Listen to entire podcast or read transcript.

Monday, December 5. Explaining Immigration Flows

- Why do migrants move?
- What are the effects of harsh border enforcement policies?
 - Broughton, Chad. 2015. *Boom, Bust, Exodus: The Rust Belt, the Maquilas, and a Tale of Two Cities*. Oxford University Press.
 - Pages to focus on to be determined

- Massey, Douglas, Jorge Durand Nolan J. Malone. 2002. *Beyond Smoke and Mirrors*. Russell Sage Foundation.
 - Chapter 2: Principles of Operation: Theories of International Migration. Focus on pages 7-18.

Wednesday, December 7. Additional topic chosen by students

Friday, December 9. Student Presentations

Monday, December 12. Student Presentations. Analytical Paper 4 due

Wednesday, December 14. Conclusion and Review

Friday, December 16. Final draft of research paper due

Monday, December 19. Final Exam on Parts 3 and 4 from 12:25 p.m. - 2:25 p.m.