

Survey of Sociology

v. 1/24/21

Sociology 210 – Spring 2021 – University of Wisconsin-Madison, Department of Sociology

Professor Joseph Conti
8112B Sewell Social Science Building
Office Hours: by appointment
Email: jconti@ssc.wisc.edu

Canvas site: <https://canvas.wisc.edu/courses/240217>

Link for virtual lectures: <https://uwmadison.zoom.us/j/91057396712>

This course is intended to provide an introduction to the field of sociology, including many of its subfields and specialized areas of research, theoretical traditions and different research methods used by sociologists. Sociology encompasses a diverse array of topics, issues, and research subjects and it is impossible for one class to cover them all in detail. The subjects covered in this course provide a general introduction to the sociological perspective and many popular areas of research and inquiry.

This is a four-credit course. This class meets for a total of four class period hours, including two 50-minute lectures a week and two 50-minute section meetings each week. *The class also carries standard expectations that students will work on course learning activities (reading, writing, studying, etc.) for about two hours out of classroom for every class period.* For this class, that means up to four hours per week of homework.

All section meetings are required. Your section instructor will give you a more detailed syllabus for section that details assignments and due dates. Section instructors do not always follow the same assignment schedule, so pay close attention to YOUR section requirements.

University Communications B Requirements. In addition to learning about sociology, you will learn to write as a sociologist, conduct some forms of sociological research, present your findings, and analyze what sociologists have written. Each of the assignments in Sociology 210 has been created to meet the university's Communications B requirement and the requirements for the 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 speaking
- The productive use of core library resources specific to the discipline.

Departmental learning objectives. Beyond the specific content I will cover in this course, I have designed this course to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- *Critically Evaluate Published Research.* Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- *Communicate Skillfully:* Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- *Critical Thinking about Society and Social Processes:* Sociology graduates 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 alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *See Things from a Global Perspective:* Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences among residents of the United States. They understand the ways events and processes in one country are linked to those in other countries.
- *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.

Course Requirements and Policies

There are two texts for this course. They can be purchased at the University Bookstore and will be hosted at redshelf.com.

Ritzer, George. *Survey of Sociology*. 5th edition. Sage Publications. ePub3 ISBN: 9781071849873

Ferguson, Susan J. *Mapping the Social Landscape: Readings in Sociology*. 9th edition. Sage Publications. ePub3 ISBN: 9781071849873

The ISBN number listed are only for UW Madison. This is the cheapest version and format of an introductory sociology book that I could find.

There are additional readings that will be posted on Canvas.

Note on page numbers: Assigned readings sometimes begin or end in the middle of a page. Always start and stop with major headers (big, capitalized titles).

Lectures

All lectures will be online and synchronous, unless informed otherwise. We will use the zoom platform through Canvas. Here is the link: <https://uwmadison.zoom.us/j/91057396712>
Additional ways to call into the lecture will be posted on the Canvas site.

Attendance and Participation

Participation includes reading. You are expected to complete all required readings assignments before the lectures and discussion section in meetings in which they are discussed. To pass this course, you must be prepared to do the reading assignments consistently and thoroughly throughout the semester. Please bring assigned readings with you to section.

You are also required to attend the lectures and to attend and participate actively in your section meetings. Repeated problems with attendance or participation, including distracting behavior during lectures or discussions, will definitely reduce your grade.

Research Project

General Education Requirements related to communication are intended to help you develop skills in critical reading, logical thinking, and the use of evidence, as well as the use of appropriate style and disciplinary conventions in writing. To achieve these objectives, you will be required to produce a sociological research paper, due at the end of the semester. The topic of the paper is of your choosing so long as it is sufficiently sociological. Just what that means will become clearer to you as we proceed. The topic of your paper requires approval from your section instructor. The research project is divided into a series of assignments due at different points in the semester. You will receive greater detail about this in section. The final draft of the research paper is due to your section instructor no later than the final exam period.

Pro-tip: I would suggest that you start thinking about research topics now and talking to your TA about it. Look through the syllabus and the textbooks for topics of interest. Choose something that you want to learn more about, since you will be spending considerable time working on this. The topic does *not* need to be something that will be directly covered in class.

Short Writing Assignments

Courses satisfying the Communications B requirement must provide multiple writing assignments. As such, you will write four short writing assignments in the form of critical responses/commentary on certain readings designated by your section instructor. These are not opinion pieces or summaries but should clearly and critically analyze the reading in question. Your final grade will be based on the highest four out of five grades for these assignments. You will receive additional information in section.

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

Oral 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 and the second one will be a video presentation that you will post to your section's website. More details will be provided in section.

Exams

There are three online exams that will be hosted through Canvas. They are not cumulative. The exams are designed to evaluate your mastery of course materials, including lecture and reading assignments.

Exam Proctoring. Instructors have the authority to decide whether to proctor their tests, quizzes or other course assessments whether the courses is offered in-person or remotely. Failure to use the proctoring service assigned will result in a zero on the exam/assignment. See below for information on privacy.

Grading

Your section instructor will provide you with a more detailed breakdown of the grade allocation.

Final grades will be based on:

- Attendance and Participation: 15%
- Exams: 18% (3 exams, each worth 6%)
- Best four of five short writing assignments: 28 percent (7% each)
- Two oral presentations: 6% (3% each)

Research paper assignments:

- Topic statement 1%
- Outline and reference list 6%
- First Draft 15%
- Peer Review workshop 3%
- Final Draft 8%

This is the grading scale employed in the class:

A	94 – 100%
AB	88 – 93%
B	83 – 87%
BC	78 – 82%
C	70 – 77%
D	60 – 69%
F	59% or below

Course Website

The Canvas website for the course will house the course syllabus and related documents, the digital version of the reader, assignment dropboxes, exams, and announcements. Consult with your Section Instructor about use of the dropbox. You will also access the course zoom link through Canvas. I have disabled the gradebook, since it has proven difficult to get it to accurately reflect the weights of the different assignments and thus presents an inaccurate representation of your grade.

Other Business

- Late papers are not accepted except at the discretion of the Instructor and Section Instructor.
- Missed exams cannot be made up except at the discretion of the Instructor and provided that the student can document the reason for their absence.
- If laptops, cell phones, or other devices prove distracting in class, they will be banned.
- Because this is a writing intensive course, I strongly encourage you to employ the services of the [Writing Center](#) (6171 Helen C. White Hall).

Accommodations for Students with Disabilities The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and

student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Religious Observances If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](#) for details: <https://kb.wisc.edu/page.php?id=21698>

Privacy of Student Information and Digital Proctoring The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported teaching and learning tools, including proctoring tools and takes necessary steps to ensure that tool providers prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA – which protects the privacy of student education records), student consent is not required for the university to share with Honorlock those student education records necessary for carrying out the proctoring service. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to treat vendors as school officials and to share student education records with them where they perform services for the university and are subject to FERPA requirements governing the use and redisclosure of personally identifiable information from education records. Honorlock is FERPA compliant and is bound by the terms of its agreement with the university to comply with FERPA's restrictions on the use of student education records.

Academic Integrity By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students [website](#): <https://conduct.students.wisc.edu/academic-integrity/>. If you have questions about the rules for any of the assignments or exams, please ask your instructor.

Institutional statement on diversity: [Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

COURSE EVALUATIONS Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Departmental notice of grievance and appeal rights. The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the Chair of the Department of Sociology, 8128 Social Science (cschwart@ssc.wisc.edu).

Intellectual Property. Lecture materials and recordings for Sociology 210 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings 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 my lectures without my 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 share lecture materials and 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 constitute copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

COVID-19 Policies

STUDENTS' RULES, [RIGHTS & RESPONSIBILITIES](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

Take the UW-MADISON [BADGER PLEDGE](#)

UW-MADISON [FACE COVERING GUIDELINES](#)

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction (COVID-19) Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

QUARANTINE OR ISOLATION DUE TO COVID-19

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Weekly Reading and Lecture schedule:

Unit I: Sociological Perspective

This first unit of the course introduces the concept of a sociological perspective and puts this idea in its historical context by sampling some of the writings of early key figures in the sociological enterprise.

January 25, 2021: Why Do We Eat with Forks? An Introduction to Sociological Thought

- Read the syllabi closely. This class has a lot of pieces to keep track of.
- Watch Video: Ritzer, 86: “Who Decides? Values, Norms and Sanctions”

January 27, 2021: The Value of a Sociological Perspective

- Ferguson, reading 1 – Mills – “The Promise”
- Ferguson, reading 3 – Romero - “An Intersection of Biography and History”

- Watch Video: Ritzer, 20: “Individuals in context: Sociological Imagination.”
- Watch Video: Ritzer, 21: “How we know what we know: the Social Construction of Reality”
- Ritzer, 16-21 (you may want to skim pp 1-15, which introduces the broad themes of the book).

The following readings are related to the craft of writing. You will be expected to be familiar with them by the time that you turn in your first short writing assignment.

- Richlin-Lonsky, Judith, and Ellen Strenski, eds. 2001. “Getting Started,” pp. 3-27 in *A Guide to Writing Sociology Papers*. 5th edition. New York: Worth Publishers.
- “ASA Quick style guide”
- “Acknowledging Sources”

February 1, 2021: Origins of Sociology in the Break with Tradition

- Ferguson, reading 5. Marx – “Manifesto of the Communist Party.”
- Weber, Max. 1993 [1909]. “The Bureaucratic Machine,” pp. 114-20 in *Social Theory: The Multicultural & Classic Readings*, edited by Charles Lemert. Boulder: Westview Press.
- Watch video: Ritzer, 49: “Video activity: Zoom in, zoom out: Exploring the Micro and the Macro”
- Ritzer, 28-35 (May want to skim the rest of the chapter).

February 3, 2021: What kind of Science is Sociology?

- Durkheim, Emile. 2003. “What Makes Sociology Different? (from *The Rules of Sociological Methods*),” pp. 19-26 in *Readings for Sociology*, edited by Garth Massey. 4th ed. New York: W. W. Norton.
- Watch Video: Ritzer, 56 – “Exploring Sociological Research”
- Watch Video: Ritzer, 60: “Scientific Method’s use of Qualitative and Quantitative Data”
- Ritzer, 54-60 (You may want to skim the rest of the chapter, which covers issues in research and different methods used by sociologists).

Again, these readings are about the craft of writing. You should read them prior to submitting assignments related to the research paper.

- Edwards, Mark. 2015. “Overview of Writing a Research Paper: An Extended Analogy,” 19-24 in *Writing in Sociology*. Thousand Oaks: Sage Publications.

- Edwards, Mark. 2015. "Borrowing Well From the Literature," pages 25-30 in *Writing in Sociology*. Thousand Oaks: Sage Publications.

Unit II: Stratification

"Stratification" is a hierarchical ranking of people on the basis of some social difference that influence their access to material or symbolic rewards and resources, and their life chances, or opportunities for flourishing. The study of stratification based on race, class, and gender is a mainstay of sociological research.

February 8, 2021: Portrait of Gender Inequality

- Messner, Michael A. 2000. "Barbie Girls versus Sea Monsters." *Gender & Society* 14 (6): 765-84.
- Ferguson, Chapter 27 – Risman - "Gender as Structure."
- Watch video: Ritzer, 274: "Gender and Gender Socialization"
- Ritzer, 270-75.

February 10, 2021: Gender Inequality at Home and Work

- Gerson, Kathleen. 2009. "Changing Lives, Resistant Institutions: a New Generation Negotiates Gender, Work, and Family Change." *Sociological Forum* 24(4): 735-753.
- Watch video: Ritzer, 80: "Shifting Power: Changing Gender Roles in the Family."
- Ritzer, 275-82

February 15, 2021: Race and Ethnicity as Classification Struggle

- Ignatiev, Noel. 1995. *How the Irish became White*. New York: Routledge. (pp. 1-19, 34-42).
- Ferguson, reading 31 – Desmond and Emirbayer - "What is Racial Domination?"
- Ritzer, 241-51, including video, page 248: "Social Construction of Race."

February 17, 2021: The Role of Discrimination in Racial Disparities

- Obasogie, Osagie K. 2014. "Do Blind People See Race? Social, Legal and Theoretical Considerations," pages 387-95 in *The Law & Society Reader II*, edited by Erik Larson and Patrick Schmidt. New York: NYU Press.
- Ritzer, 255-61.

February 22, 2021: TBD

*****Exam 1***** **Opens February 22, 12:00pm and closes February 23 at 11:50pm**

February 24, 2021: Order in an Unequal Society: Race, Police, and Prisons

- Lepore, Jill. "The Invention of Policing," *New Yorker Magazine*, July 20, 2020.
- Potter, Gary. "History of Policing in the United States" *EKU Online*.
<https://plsonline.eku.edu/sites/plsonline.eku.edu/files/the-history-of-policing-in-us.pdf> (Accessed January 24, 2021).
- Ritzer, 175-9

March 1, 2021: Class Inequality

- Wright, Erik O. and Joel Rogers. 2010. "Class," pp. 195-204 in *Contemporary American Society: How it Really Works*. New York: W. W. Norton.
- Ferguson, reading 37. Freeland – "The New Global Elite"
- Ferguson, reading 55. Lareau – "Unequal Childhoods"
- Ritzer, 189-200
- Watch video: "Is America Dreaming?" (canvas)

Unit III: Economy, Globalization and Democracy

This brief unit draws from economic and political sociology to examine macro-sociological transformations of the economy from manufacturing to services and what that means for inequality; the informal and formal rules constraining democratic choice; globalization and the rise of global governance. Throughout, distinctive contributions from sociology are highlighted.

March 3, 2021: The Rise of Services and the Breaking of the Social Contract

- Hochschild, Arlie. 2003. "Exploring the Managed Heart," pp. 3-23 in *The Managed Heart: Commercialization of Human Feeling*. Berkeley: University of California Press.
- Vidal, M. (2013). "Inequality and the Growth of Bad Jobs." *Contexts*, 12(4), 70-72.
- Ritzer, 389-99

March 8, 2021: The Demand Constraint in Capitalist Democracies

- Perrow, Charles. 2005. "The Rise of Big Business in America," pp. 234-237 in *The Meaning of Sociology: A Reader*, edited by Joel M. Charon. 8th ed. Upper Saddle River, NJ: Pearson.

March 10, 2021: What's New About Globalization?

- Osterhammel and Niels P. Peterson. 2013. "A New Millennium." Pp. 11-16 in *Sociology of Globalization*, edited by Keri E. Iyall Smith. Boulder: Westview Press.
- Condry, Ian. 2012 [2002]. "Japanese Hip-Hop and the Globalization of Popular Culture," pp. 151-164 in *Globalization: the Transformation of Social Worlds*, edited Stanley Eitzen and Maxine Baca Zinn. 3rd ed. Belmont, CA: Wadsworth.

March 15, 2021: Global Institutions and Transformations in World Order

- Conti, Joseph, 2014. "The Good Case: Decisions to Litigate at the WTO," pp. 24-31 in Erik Larson and Patrick Schmidt (eds.) *Law & Society Reader II*. New York: NYU Press.
- Weiss, Thomas, 2013. "Why Did Global Governance Emerge?" pp. 8-26 in *Global Governance: Why? What? Whither?* Malden, MA: Polity.
- Ritzer, 147-9

Unit IV: Social Institutions

Social institutions are established and organized systems of social behavior governed by rules. These rules may be formal or informal, explicit or implicit and taken for granted. Institutions are an important site of sociological analysis because they often "have a life of their own," in that they shape the roles, identities, and practices of the individuals that exist within them.

March 22, 2021: Law: the Sociological View

- Galanter, Marc. 1995. "Why the "haves" come out ahead: Speculations on the limits of legal change," pp. Richard L. Abel (ed.), *Law & Society Reader*. New York: New York University Press.

March 24, 2021: American Families

- Ferguson, reading 53. Cherlin – "Deinstitutionalization of American Marriage"
- Watch video, Ritzer 301: "Defining and Understanding Family Today"
- Ritzer, 302-7; 320-1

March 29, 2021: Religion: the Sacred and Society

- Collins, Randall. 1992. "The Sociology of God," pp. 30-59 in *Sociological Insight: An Introduction to Non-Obvious Sociology*. 2nd ed. Oxford: Oxford University Press.
- Ritzer, 354-60

March 31, 2021: Institutionalization and Bureaucracy

- Berger, Peter L. and Thomas Luckmann. 2005. "The Meaning and Social Origin of Social Institutions," pp. 224-227 in *The Meaning of Sociology: A Reader*, edited by Joel M. Charon. 8th ed. Upper Saddle River, NJ: Pearson.
- Watch Video: Ritzer 143: "Bureaucracies and McDonaldization"
- Ritzer, 130-35

April 5, 2021: TBD

*****Exam 2***** **Opens April 5 at 12:00pm and closes April 6 at 11:59pm**

Unit V: Self and Society

An enduring theme in sociological research is how to understand the relationship between the individual and society. Is society simply a collection of autonomous individuals with their own identities, tastes, and preferences? Or, are our individual selves the product of social relationships?

April 7, 2021: Culture

- Ferguson, reading 10. Becker - "Culture: A Sociological View."
- Peterson, Richard A. 2002. "Roll Over Beethoven, There's a New Way to be Cool." *Contexts* 1(2): 34-39.
- Ritzer, 211-13 on social class and taste; 82-89; 91-2

April 12, 2021: Socialization and the Life Cycle

- Ferguson, reading 13. Kane – "No Way My Boys are Going to Be like That."
- Watch video: Ritzer 115 – "What Shapes You: Agents of Socialization"
- Ritzer, 106-111; 114-7

April 14, 2021: The Self and Society: Symbolic Interactionism

- Ferguson, reading 6. Rosenhan – "On being sane in insane places"
- Goffman, Erving. 2005. "Presentation of Self in Everyday Life," pp. 37-41 in Joel M. Charon (ed.) *The Meaning of Sociology: A Reader*. 8th edition. Upper Saddle River, NJ: Pearson.
- Ritzer, 48-9; 111-13

April 19, 2021: Deviance

- Chambliss, William J. 2003. "The Saints and Roughnecks," pp. 165-178 in *Readings for Sociology*, edited by Garth Massey. 4th ed. New York: W. W. Norton.
- Murphy, Sheigla, Dan Waldorf and Craig Reinerman. 1990. "Drifting into Dealing: Becoming a Cocaine Seller." *Qualitative Sociology* 13 (4): 321-43.
- Watch Video: Ritzer, 162: "Relativity of Deviance"
- Ritzer, 158-60; 164-72 [note: the labels for the green and blue trends in Figure 7.1 should be reversed. Support for gay marriage is at an all-time high]

April 26, 2021: TBD

April 28, 2021: Conclusion: Sociology and Social Change

- Wright, Erik Olin. 2011. "Real Utopias." *Contexts* 10(2): 36-42.

*****Last Exam*** Opens April 28 at 12:00pm and closes April 29 at 11:59pm**