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<th>Time</th>
<th>Monday</th>
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<tr>
<td>9:30 –</td>
<td>Monday: *Soc. 82201</td>
<td>Tuesday: *Soc. 81006</td>
<td>Wednesday: *Soc. 82301</td>
<td>Thursday: *Soc. 82001</td>
<td>Friday: *Soc. 82800</td>
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<tr>
<td>11:30</td>
<td>Computer Mapping for LA &amp; NY</td>
<td>Qualitative Methods</td>
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<td>Race &amp; Multiculturalism in Global Perspective</td>
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<td>1:45</td>
<td>*1 Credit Course {21741}</td>
<td>Sociological Statistic I {21740}</td>
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<td>2:00-</td>
<td>Catsambis: Soc. 71500</td>
<td>Eisenstein: Soc. 73200</td>
<td>Alba: Soc. 81900 {22333}</td>
<td>Attewell: Soc. 84503</td>
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<td>4:00</td>
<td>Sociological Statistic I {21740}</td>
<td>Sociology of Gender</td>
<td>Quantitative reasoning in the study of</td>
<td>Sociology of Education</td>
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<td>4:15-</td>
<td>Battle: Soc. 74400</td>
<td>TBA: Soc. 70000</td>
<td>immigration (Qualify for Methods</td>
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<td>6:15</td>
<td>Black Stratification{22059}</td>
<td>Proseminar {21737}</td>
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<td>6:30-</td>
<td>Mollenkopf: Soc. 82800{21747}</td>
<td>Turner: Soc. 84600</td>
<td>Heilman: Soc. 84700 {21753}</td>
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<td>8:30</td>
<td>Immigrant Groups &amp; City Politics</td>
<td>Citizenship &amp; Human Rights</td>
<td>Contemporary Religious Fundamentalism</td>
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<td>6:30-</td>
<td>Hirouchi: Soc. 81900</td>
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<td>Helmreich: Soc. 82301</td>
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<td>8:30</td>
<td>Advanced Methods of demographic Analysis</td>
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<td>People of New York City {21758}</td>
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<td>6:30-</td>
<td>Gornick/Milkman: Soc. 83300</td>
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<td>8:30</td>
<td>Women, Work, &amp; Public Policy</td>
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<td>Jasper: Soc. 73500</td>
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<td>8:30</td>
<td>Collective Behavior {21751}</td>
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<td>Ewen: Soc. 83100</td>
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<td>8:30</td>
<td>Publicity &amp; Society {21750}</td>
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<td>Young: Soc. 85000</td>
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<td>8:30</td>
<td>Sociology of Crime &amp; Deviance</td>
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<td>8:30</td>
<td>International Migration {22058}</td>
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The goal of this course is a sophisticated understanding of the application of some of the advanced techniques of multivariate analysis. We will not concern ourselves very much with the statistical theory behind the techniques; rather, our concern will be with their implementation in real-world research—the situations where they are appropriate, the decisions that go into using them, pitfalls in their application, and the interpretation of the results they produce. The examples will be drawn throughout from contemporary research in the study of race, ethnicity, and immigration.

This course focuses on education and its relationship to social inequality, taking a longitudinal perspective; that is, looking at the sequence of educational experiences from pre-school, elementary and high school, through college. Our emphasis will be on events that tend to create and/or diminish inequalities in learning, educational attainments, and life outcomes such as earnings and other material results.

Requirements for the course consist of (1) weekly readings together with a short (around 1 page) paper to be submitted each week, and (2) a term paper that should be around 20 pages long. A one page description of your proposed topic for this term paper should be submitted by the fourth week of class, so that the instructors can review it and make suggestions. Note also that the last three class sessions will be devoted to student presentations of your term papers. The idea is that this will provide an opportunity for comments that may improve the quality of your paper.

Required readings for the course will be accessible. Those and other readings are also listed in this outline. There is no text for this course. Students who want to consult a traditional textbook may want to look at, the following:


Weekly Topics & Readings:

Week 1  Introduction and Overview

Overview of the course, discussion about the development of research, types and sources of data, and literature in this field.

Week 2 Inequalities at school entry

Knowledge: Differences by Class and Race.” *Social Science Research* 33: 464-497.


**Week 3 Inequalities in Elementary School**


**Week 4. Parental Involvement & Summer Learning.**


**Week 5 Teacher expectations, tracking, & being held back.**


**Week 6.**

**Week 7. Unequal School Expenditures, School Choice & Private Schools.**


American Federation of Teachers. “Charter School Achievement on the 2005 National Assessment of Educational Progress”


**Week 8. Motivation, Discipline, & Student Resistance.**


**Week 9. Teacher Quality & Curriculum & Student Disengagement.**


The following are available on the web at:


E.D. Hirsch Jr. 1996. The schools we need and why we don’t have them. Doubleday. Chapters 5 and 7, pages 125-175; 215-238.

**Week 10. Structure of Higher Education, Access and Opportunity.**


**Week 11 Retention, Graduation, and Other College Outcomes.**

Dougherty, Kevin and Gregory S. Kienzl, “It’s Not Enough to Get Through the Open Door: Inequalities by Social Background in Transfer from Community Colleges to Four Year Colleges,” in Sadovnik, pp. 267-290.


**Week 12. Student Presentations.**

**Week 13. Student Presentations.**

**Week 14. Student Presentations.**
This course will explore the growth of the Black middle class and its impact on social institutions, political structures, and cultural production. Because students will be exposed to (and contribute from) a wide variety of perspectives on the subject, this course is appropriate for students in the traditional social sciences (e.g. sociology, anthropology, psychology, urban education, and history) as well as more contemporary ones (e.g. women’s studies, race studies, American studies, cultural studies, lesbian and gay studies).

This course offers a comprehensive overview of the key current topics and issues in the burgeoning field of international migration. Although dominated by sociology, the field of international migration is unique in its interdisciplinary nature. Methodologically, it is also very eclectic, ranging from the use of quantitative data to ethnography and oral history of migrants. While the course will aspire to incorporate the experiences of major immigrant receiving countries around the world, the main comparative focus will be on Europe and North America, where the major theories and key concepts are most fully developed. The emphasis is on exploring both the theoretical debates in the field and the empirical data and case studies on which these debates hinge. Attention will be paid to detailed discussions of “classic” issues of immigration, such as theories and mechanisms of international migration, diaspora and transnationalism, models of assimilation, ethnic identities and group boundaries, ethnic entrepreneurship, and comparative immigration in Europe and America. Throughout, the course will take into account the way in which global cities, as contexts of reception, affect the immigrant experience, and in turn, are transformed by immigrants.

This course makes minimal assumptions about students’ mathematical backgrounds and their experience using statistical software packages. The primary goal of the course is to provide students with a basic grounding in statistical concepts, theory, and tools as well as to help them gain familiarity with a widely used statistical package (SPSS). In combination with the second-semester course, students should develop a solid foundation in statistical analysis and the ability to critically interpret and report quantitative results.

This course will explore a fascinating selection of sociological literature that combines, in myriad ways and through the use of diverse methodologies, the subject matters of gender, crime, media and culture. The first part of the course will offer students an overview of different theoretical perspectives currently exerting influence in the sociological subfields of gender, crime, media and culture respectively. In the second part of the course, we will turn to research in substantive topic areas. Among the topics covered will be school violence cases, domestic violence, sex work, gang research and the gendered division of labor in legal (as well as illegal) occupations.

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We hear endlessly about our increasingly multicultural world, with rising, even skyrocketing intermarriage rates, increased visibility of multiracial families, multiracial casts featured in film and television and even Barack Obama, the first African American biracial president. Yet what does this tell us about the contemporary state of race relations in America, or even more importantly globally? This course will cover a myriad of issues under the rubric of race and multiculturalism, encompassing a large multidisciplinary body of research. Throughout the course, we will explore what cross-racial coalitions, interracial intimacies, multiracial families, and multicultural unions show us about contemporary race relations, and the intersections of race, gender, sexuality and class. Subjects covered include interracial/intercultural marriage, transracial adoption, multiracial coalitions, multicultural education, and multiculturalism in the media and popular culture. We will focus on these issues in contemporary America, as well as globally with a particular focus on Portugal, South Africa, Brazil, Australia and Western Europe. A variety of theoretical frameworks including critical race theory, cultural studies, and post-colonial writings, as well qualitative and quantitative methodologies for studying these issues will be addressed. You will be expected to develop a research project over the course of the semester.

Prof. Hester Eisenstein  hester1@prodigy.net  
SOC. 73200: SOCIOLOGY OF GENDER  [21755]  
Tuesdays, 2-4pm, Room TBA, 3 credits  
This course is an introduction to the sociology of gender, and can be used by students to prepare for an orals field in gender. Topics to be covered will include some of the following: gender and imperialism; globalization and women’s labor; race, class and the critique of intersectionality; feminist/womanist theory; the body, sexuality and heteronormativity; families and housework; incarceration and gender; capitalism, consumerism, and the uses of gender identity; reproductive rights and population control; violence and rape culture; migration; public life, neoliberalism and welfare; Islam, Christianity and the state; and colonialism and indigenous identities. Guest lecturers from Sociology and other GC programs will be invited to join us during the semester.

Prof. Cynthia Fuchs Epstein cepstein@gc.cuny.edu  
Soc. 80000 – Sociology of Culture  [21739]  
Wednesdays, 4:15 – 6:15pm, Room TBA, 3 Credits  
Cultural practices and processes, symbolic and classificatory systems, repertoires of action, webs of significance and cultural structures are topics comprising the “cultural turn” in sociology. In this course we shall read the work of scholars who have conceptualized issues dominant in Cultural Sociology today such as boundaries, classification and categories, focusing on gender, ethnicity, sexualities, race and nation, as well as “typical” Sociology of Culture topics such as fashion, food, music and art.  
We shall read key figures writing on cultural repertoires, frameworks, and production such as DiMaggio and Crane on the institutionalization of cultural categories, Bourdieu on cultural capital, Brubaker and Barth on groups and ethnicities, Geertz on thick description and webs of significance, Zerubavel on cognitive sociology, Alexander on the “strong program” in Cultural analysis, Douglas and (Alexander) on the sacred and profane, Lamont (and Epstein) on symbolic boundaries, Swidler on Love, Friedland on religious ideology and kinship, and Kunda on corporate cultures.  
As a final requirement students will be asked to write a paper on a subject of their own research interest using the concepts explored in the class.

Prof. Stuart Ewen sewen@gc.cuny.edu  
SOC. 83100: Publicity and Society  [21750]  
Mondays, 6:30 – 8:30, Room TBA, 3 credits  
“Emancipate yourselves from mental slavery; None but ourselves can free our minds.”  
Bob Marley, “Redemption Song” (1980)
With the rise of popular democratic movements, new types of public communication began to emerge, many to advance egalitarian aspirations, others to generate the impression that inequalities of social, economic and political power were fully consistent with the values of a democratic republic. To this day, these contending approaches for shaping the mental environment continue to permeate our public and private lives.

This seminar will combine theory and practice in relation to these issues. Together we will explore the relationship between publicity and society by looking at particular historical instances in which battles to shape people’s sense of reality—and of their past, present and future—have had a marked influence on attitudes of the time. The seminar will also explore recent and current publicity campaigns that frame the human climate: its limits and its possibilities. Employing a workshop format, students are also expected to consider and improvise policies and approaches for publicizing important but underrepresented issues and concerns of our time.

In addition to primary and secondary readings, the seminar will also explore visual and other media forms, to more fully appreciate the social texture of persuasion in a variety of contexts: past and present.

The seminar is open to doctoral students and to MFA students engaged in socially engaged media making. The class is intended for students interested in learning about one of the most pivotal aspects of modernity, and for those interested in developing strategies of public expression that will emancipate people from the custodians of thought that stand in the way of a better life for all.

Student undertakings may include individual historical and/or sociological research into an important, underexplored subject, or group projects that will combine research, planning and the execution of a focused publicity strategy for improving the prospects of the common good.

Prof. Sujatha Fernandes  sujathaf@yahoo.com
Soc. 81006 – Qualitative Methods {21742}
Tuesdays, 11:45 – 1:45 pm, Room TBA, 3 credits

This course will give students an introduction to qualitative and interpretive methods in the social sciences. We will cover ethnographic fieldwork, participant observation, focus groups, open-ended interviewing, semiotics, ordinary language analysis, and life history research. Through regular, practical exercises, students will learn to analyze texts, images, and narratives. We will discuss ethics in the field and collaborative ethnography. The course will also explore contemporary theoretical debates over interpretation, representation, social construction, and the sociology of knowledge production.

Profs. Janet Gornick and Ruth Milkman  jgornick@gc.cuny.edu;rmilkman@gc.cuny.edu
SOC. 73200: Women, Work, and Public Policy{21757}
Tuesdays 4:15pm to 6:15pm, Room TBA, 3 credits

This course is an overview of key issues affecting women in the 21st century workplace in affluent industrialized countries. We begin with an overview of women’s position in the contemporary labor market, examining the changes and continuities in patterns of gender inequality, such as job segregation by gender and the pay gap between male and female workers. Here we also pay close attention to the impact of growing class inequalities, which have led to increasing polarization in the labor market between college-educated women and those with less education. We also consider divisions along lines of race, ethnicity and nativity, and examine the recent rise of the “precariat” – workers who have little or no employment security and who are often excluded from basic legal protections that once covered the bulk of the workforce. Women are overrepresented in the precariat, especially in part-time and temporary jobs, which are
disproportionately female. We look at the ways in which public policy initiatives – such as affirmative action, equal pay laws, and anti-discrimination measures have addressed these issues, and evaluate their impact, and consider additional challenges that remain.

The course also examines the effects on women workers – of all classes, races, and ethnic groups, and of immigrants as well as natives – of inequalities in the division of labor in the household. Despite the massive increase in female labor force participation over the past half century, women continue to perform the bulk of unpaid housework and childcare, and bringing about change in this arena has proven even more challenging than transforming the social structures defining paid work. We will consider recent research on the effects of so-called “work-family reconciliation policies” – that is, public policies aimed at supporting women (and men) as they balance the responsibilities of paid work and family care. The key question now under consideration is whether some of these policies – e.g., paid family leave, rights to part-time and flexible scheduling – create new forms of gender inequality. The rapid growth of paid care jobs, which are overwhelmingly filled by women, is another topic of interest here.

Throughout, we take a comparative approach to these questions, examining the situation in the United States as well as in other high-income countries.

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**Prof. David Halle**  
dhalle10@gmail.com  
Soc. 82201 Computer Mapping for LA & NY (21741)  
(four week, 1 credit class)  
Mondays, 11:45 – 1:45 pm, Room TBA, 1 credit

An introduction to computer mapping (Geographic Information Systems), using the software Mapinfo. We will learn the techniques of computer mapping using the new 2010 census data to analyze the latest developments in New York and Los Angeles, both the cities and regions. We will also analyze 2000, 1990, 1980 and 1970 census data for New York and Los Angeles. We will map such topics as the distribution of income, occupations, racial and ethnic groups, and foreign-born. We will also map crime at the level of the police precinct, political data including mayoral and congressional elections, and city and county boundaries. We will discuss such key topics as the decline of the classic “ghetto” and the Latinization of inner city neighborhoods, the movement of ethnic groups to the suburbs, gentrification, the 2007- financial crisis including the housing bubble, the ecology and “green” movement, attempts to reform the school systems, and flooding including Hurricane Sandy.

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**Prof. Jack Hammond**  
jhammond@hunter.cuny.edu  
Soc. 70100 – Development of Sociological Theory (21738)  
Wednesdays, 6:30 – 8:30pm, Room TBA, 3 Credits

The classical sociological theorists-Marx, Weber, and Durkheim-offer the foundations for sociological thinking in the twentieth century and beyond. This course will consist of a close reading of their major works, emphasizing their analyses of the nineteenth-century historical changes which gave rise to the discipline of sociology. The required reading is extensive-more or less a book a week-and demanding.

Requirements:
1. each week, every student will write and post to Blackboard, before the class meeting, a short essay based on that week’s required reading, concluding with an analytical question which will be presented to the class for discussion.
2. A final research paper based on one or more of the classical theorists.

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**Professor Samuel Heilman**  
scheilman@gmail.com  
Soc. 84700– Contemporary Religious Fundamentalism (21753)  
Wednesdays, 2-4 p.m. Room TBA, 3 Credits

The course will explore contemporary issues on the sociology of religion, with special emphasis on fundamentalism, Jewish orthodoxy, Islamism, evangelicalism, and messianism
Professor William Helmreich
helmreichw@gmail.com
Soc. 82301 – The Peoples of New York City [21758]
Wednesdays, 2 - 4 p.m. Room TBA, 3 Credits

This course looks at the different neighborhoods/communities that make up this great and fascinating city. Its focus is on the different ethnic, religious, and racial groups in the city and their social and cultural life—Hispanics, Jews, Arabs, Asians, African Americans, Greeks, Italians, and people of differing socioeconomic and gender groups. In addition, we will be looking at the neighborhoods themselves, their architectural and spatial characteristics, how and why they grew, and how they function as communities. An integral part of the course will be field work—visiting and studying the areas—Bensonhurst, Carroll Gardens, Gerritsen Beach, the South Bronx, Chelsea, Glendale, Maspeth, Harlem, etc., etc. Readings will reflect the above topics.

Prof. Shiro Horiuchi shoriuch@hunter.cuny.edu
SOC. 81900: Advanced Methods of Demographic Analysis [21743]
Mondays 4:15pm to 6:15pm, Room TBA, 3 credits

In this course we study advanced methods of demographic analysis. They are widely used in research on mortality, fertility, nuptiality, migration, population composition changes, and other demographic processes, but many of them can also be applied to a broad range of subjects in other areas of social sciences and biomedical sciences. Those methods include event history analysis (nonparametric, semi-parametric and parametric versions; continuous and discrete time versions; fixed and time-dependent covariate versions), life table techniques (single-decrement, multiple-decrement and multi-state), methods of decomposition analysis, age-period-cohort models, methods for analyzing rate changes (e.g., Lee-Carter model), Lexis contour mapping, smoothing and non-parametric regression techniques, and mathematical models of population dynamics. Computer exercises are included.

Prerequisites: DCP 70200, or permission of the instructor.

Prof. James M. Jasper jjasper@gc.cuny.edu
Soc. 73500 – Collective Behavior [21751]
Tuesdays, 4:15 – 6:15 pm, Room TBA, 3 credits

In the 1970s the study of social movements split from, and soon eclipsed, the study of collective behavior. Much was gained, but something also possibly lost, in the transformation. One thing that was eroded was a connection to social psychology and other micro-level research, in favor of large political structures at the national level. By looking at work on various examples of collective behavior, such as sports, religion, or musical events, we should be able to recover some of the roots of political action in face-to-face gatherings.

Prof. Philip Kasinitz pkasinitz@gc.cuny.edu
Soc. 72500 Urban Sociology [21744]
Mondays, 11:45 – 1:45 pm, Room TBA, 3 credits

This course will survey sociological work on the city as both a spatial location and a social institution. We will discuss the relationship of urbanism and modernity, debates over the role of “community” in urban life, the “Chicago School” and political economy approaches, ghettos, neighborhoods, neighborhood chance, ethnic enclaves, the sociology of the built environment, the role of public space in urban life, the importance of culture and consumption in shaping the urban experience and the impact of globalization on contemporary cities. Readings will include works by Georg Simmel, Walter Benjamin, Le Corbusier, Jane Jacobs, Marshall Berman, Herbert Gans, Richard Sennett, Mike Davis, Loic Wacquant, Mitchell Duneier, Elijah Anderson, William Julius Wilson, Alejandro Portes, Rob Sampson, David Harvey and Sharon Zukin,

or apocalypticism, as well as the politicization of religion.
Since 1965, the U.S. has accepted 34 million foreign born people for permanent residence in the U.S., and perhaps another 11 million entered without authorization and remain. The most recent data from the 2012 American Community Survey found that almost 13 percent of the population was foreign born and another 12 percent had at least one foreign born parent. Seventy percent of the foreign born live in six large immigrant receiving states and more than half live in nine large metropolitan areas. More than a third live in the Los Angeles and New York metro areas alone.

These large flows of people from Latin America, the Caribbean, East and South Asia, and Eastern Europe are steadily diversifying the racial and ethnic composition of these already cosmopolitan cities and metropolitan regions. Ultimately, they will have a major impact on urban and national politics and we can think of cities like New York and Los Angeles of harbingers of the ways in which the nation as a whole will encounter and respond to new forms of difference. The economic, social, and political incorporation of these new Americans will be the primary civil rights challenge of the 21st century, just as the struggle for African American inclusion was in the 20th century – and that of white immigrants beginning in the 19th.

This course will use New York City and its surrounding metropolitan area as a laboratory for understanding the political dimension of this process – the ways in which new immigrant communities are coming of age politically, organizing to interact with local political systems, and seeking to increase their political influence. This process begins with increased citizenship, voter registration, active voting, and mobilizing to support candidates, but extends to building coalitions and forming part of a governing majority. It will review theories of political incorporation based on both the 19th century European and the 20th century African-American experiences and then carefully examine specific groups in and around New York City today. With assistance from the instructor, students will carry out primary research on the political dynamics of one group. The course will conclude by discussing comparisons across groups, with a focus on their experience in the 2013 mayoral and council elections.
topics include aboriginal or first nation rights, migration, documentation and citizenship, ageing and health rights. We look at different forms of citizenship in Latin America, Asia and the Middle East. The course concludes by considering the contemporary limitations of both citizenship and human rights traditions with respect to authoritarianism, genocide, and new wars.

Assessment
Book review mid-semester 2,000 words
Long essay end of semester 8000 words

Weekly Seminar
Tuesday 2.00-4.00

Seminars
1. Differences between citizenship and human rights
2. T.H.Marshall’s theory of citizenship
3. Criticisms of Marshall – Michael Mann
4. New theories of citizenship – flexible, semi, post-national
5. Citizenship in the USA – the Katrina hurricane. Margaret Summers
6. Migration debates – documentation and paper citizenship
7. The end of social rights, the economic crisis and the financialization of capitalism
8. The origins of human rights; a sociology of human rights? – Samuel Moyn ;Stephen Pinker and our better angels; genocide.
9. Comparative Rights Regimes: Middle East
10. Comparative Rights Regimes: East Asia
11. Human rights wars, religious freedoms, political Islam and the Bush years
12. Human vulnerability, technology, the life extension project, the post-body
13. Environmentalism, green citizenship, indigenous, animal rights
14. Conclusion: citizenship versus human rights?

General Reference Works
I shall circulate papers and articles for the majority of seminars to overcome the shortage of works in libraries

Brookings Doha Center Analysis Paper No 6 A Rights Agenda for the Muslim World?
David Brunsma et al (2013) Handbook of Sociology and Human Rights
Chang Kyung-sup and Bryan S. Turner (eds)(2012) Contested Citizenship in East Asia
Engin Isin and Bryan S. Turner (eds)(2002) Handbook of Citizenship Studies
Geoffrey Robertson (1999) Crimes against Humanity
Margaret Somers (2010) Genealogies of Citizenship
Kamal Sadiq (2009) Paper Citizenship

Prof. Jock Young jockyoung100@gmail.com
Soc. 85000 – The Sociology of Crime & Deviance (21754)
Tuesdays, 6:30 – 8:30pm, Room TBA, 3Credits
This course traces the evolution of critical thinking on the subject of crime and deviance from its
origins in the 19th Century explorations of the city by Booth, Mayhew and Engels through to the emergence of the Chicago School in the early twentieth century, to the immensely creative period in American new deviancy theory of the late fifties and sixties with Becker, Goffman, Erikson, Cicourel and many others. It examines the radical work of early Merton with the strong influences of Durkheim and Marx and its metamorphosis into the subcultural theory of Albert Cohen and Dick Cloward and the phenomenological tradition of Berger and Luckman which formed the basis of the labelling school. From this it makes the transatlantic crossing to the English work around the new criminology and the Centre for Contemporary Cultural Studies to arrive at the recent flourishing of cultural criminology. Throughout it places theory in its political and social context and the theorists in the world they lived in and the dilemmas they faced. It charts the development of a positivist orthodoxy following the predictions of C. Wright Mill in The Sociological Imagination and critically examines the attempts of positivism to develop a science of crime and deviancy and the repeated failures of explanation and understanding that this engenders. Areas of theory which will be covered will include Constructionism, Subcultural Theory, the work of Foucault, Feminism, Marxism and Postmodernism. Its aim is to integrate theory into the research concerns of students and to avoid an abstract discussion of theory by addressing current social problems and concerns (e.g. the debate over the legalization of drugs, the causes and impact of mass incarceration, the explanation of the rise of crime in the latter part of the twentieth century and the drop today). If students are interested in particular social problems or areas of deviance every effort will be made to integrate these in the seminar program. This course is part of the new concentration on Crime, Law and Deviance.