# Doctoral Program in Sociology

## Course Schedule: Spring 2012

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<td>Turner: Soc. 84509</td>
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<td>Marwell: Soc. 74500</td>
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<td>4:15</td>
<td><strong>Battle</strong>: Soc. 71600</td>
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<td>Issues in Contemporary Immigration</td>
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<td>Attewell: Soc. 81900</td>
<td>Data Mining Methods (Qualify for Methods Requirement)</td>
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<td><strong>Piven</strong>: Soc. 84600</td>
<td>American Labor &amp; Globalization</td>
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<td>Watts: Soc. 80103</td>
<td>Political Sociology of Intellectuals in 20th Century United States</td>
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<td>6:30</td>
<td><strong>Treitler</strong>: Soc. 85800</td>
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<td>Race Theory</td>
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<td><strong>Brotherton</strong>: Soc. 85000</td>
<td>Youth Marginalization &amp; Subculture of Resistance</td>
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The recent – and massive – immigration in the past few decades is transforming the wealthy societies of the West. It is also transforming the study of immigration. By now, there is a substantial, and growing, scholarly literature on immigration as sociologists, along with social scientists in allied disciplines, grapple with the complexity of the subject. This course will examine some of the key issues in the study of contemporary immigration, primarily focusing on the United States but also looking at Western Europe. Among the questions we will explore: What are the new conceptualizations of assimilation that have been put forward and how do they advance the field? Can the study of immigration in the past illuminate the present? What are the consequences of transnational ties and do they persist among the second generation? How is immigration changing the social construction of race and ethno-racial relations in the United States? What difference does gender make? How different are new destinations in the United States from old immigrant gateways? What can we gain by comparing U.S. immigration to the recent influx in western Europe? Students will critically discuss and prepare comments on relevant works in the immigration field and write a final research paper.

This course will instruct students in file management and the statistical techniques used for the analysis of survey data. Students will further develop their skills in computer programming, file handling, data transformation, index creation, and multivariate statistics. Each student will undertake an individual project and will work on every aspect of the research endeavor from identifying a topic for investigation to writing and presenting a final project. The final project will employ hierarchical multiple regression analysis with interaction terms. The goal of the individual project is for the student to use quantitative research methodologies to develop the core of a publishable paper. For this course, each student will use Statistical Package for Social Science (SPSS) to analyze a large dataset, provided by the instructor.

The goal of this course is to guide students in the production of a publishable empirical paper. The underlying intent is to be sure that students have already had a paper accepted for publication – preferably in a major journal – by the time they enter the job market.

A typical format is to spend the first semester in workshop mode: each participant begins by presenting a topic for an empirical paper. The professors teaching the course and the students
collectively brainstorm the idea. Each student then takes their project to the next step: identifying
research questions, and locating their idea in the existing research literature. Each person also
develops initial ideas about data availability and research design or methods. The class then
provides feedback on these ideas. Both qualitative and quantitative projects are welcome.
During the second semester of the sequence, each student presents their initial empirical
findings. The class and professors workshop every student's draft paper, providing two sessions
of feedback on its written presentation as well as its methods, analysis, and conclusions, and
suggesting possible journals that might publish the paper. By the end of the second semester,
each student in the course should aim to have a draft paper ready to be submitted for publication
in a journal.

Prof. Charles Green cgreen@hunter.cuny.edu
Soc. 82800 - Black Male & African American Community/ Family {17954}
Thursdays, 11:45 – 1:45 p.m. Room TBA, 3 credits

A daunting challenge to Black family life specifically and black civil society generally is the
matter of the "irresponsible","absent father". This seminar examines this phenomenon from a
historical perspective as well as a contemporary perspective. A central question that is probed is
if absenteeism and irresponsibility are indeed mythical, what explains their persistence in the
form of discrimination and negative stereotyping throughout American society? If on the other
hand it is not a myth, what can be done to combat this disruptive pattern? Through assigned
readings, debate groups, relevant documentaries and guest speakers, it is hoped that students will
develop a more enlightened and objective understanding about the role of Black men as parents
in American society.

Professor Donald J. Hernandez Donald.Hernandez@hunter.cuny.edu
Soc. 83105 - Diverse Children & Current National Policy Debates {17549}
Mondays, 2:00pm-4:00pm, Room TBA, 3 credits
Office: TBA
Office hours: Monday, 1:00-2:00 and by appointment
Telephone: 212-772-5636

Children depend almost completely on their families and governments for resources essential to
their immediate survival, and to their successful development and well-being. The fundamental
rights set forth in the U.N. Convention on the Rights of the Child (CRC) include the rights to an
adequate standard of living, to an education directed toward the development of the child's fullest
potential, to the highest attainable standard of health, and to his or her own cultural identify and
the use of his or her own language. The CRC also asserts that these rights shall be ensured by
governments irrespective of the child's race, ethnicity, national origin, or language. Children in
the United States are particularly diverse with regard to these statuses, yet the United States is
only one of two nations (the other is Somalia) that has not ratified the CRC. Moreover, children
in the United States experience the highest poverty rates among affluent nations, they experience
great inequalities in access to quality education and health insurance, and nearly one-in-four have
immigrant parents, often from Latin America, the Caribbean, Asia, or Africa. These facts provide the impetus for this course, which focuses on historical revolutions in family composition, work, and poverty, on the consequences of these transformations for children's development and well-being, and on historical and contemporary change in public welfare, education, health, and immigrant integration policies. The course looks at these in the context of the role of the social sciences, and through the lens of international comparisons. Finally, the course focuses on the foundations of conservative and liberal ideologies and provides the occasion to debate current approaches to national policy from both perspectives.

Course Requirements

(1) Participation. First, this course will be run primarily as a seminar with intensive discussion of the required readings each week. Therefore, every student is expected to be prepared to contribute to the discussion in each class session. To facilitate the goal of discussion and preparation, students will lead class sessions by summarizing the main ideas and conclusions from assigned reading, offering thoughts on and reactions to the reading, and posing questions for discussion. Second, students will make oral presentations summarizing their research papers. Third, students will provide feedback on other students' presentations of research papers. Fourth, students will prepare for and participate in the class debates focusing on model social welfare legislation.

(2) Research Paper. Each student will prepare a research paper of 20-25 pages. This paper can take the form of a literature review, a research proposal, or an analysis of empirical data. During the class session of September 13 each student will briefly present their tentative idea for a research paper, and the class will discuss these ideas. By the class session of September 20 each student should prepare a one page proposal/outline and meet with me to select their paper topic. A good (but optional) draft of the research paper is due to me March 19. I will return comments on draft papers to students no later than the class session of April 16. Students will make oral presentations of their papers during the last two weeks of class. They will also at this time receive oral commentary from classmates. The final paper is to be delivered to me by the end of the final week of classes (Friday, May 11).

Grading: Your final grade will be based on your performance in the following areas:

Class participation…………………………… 20%
Policy debate presentation/participation …20%
Oral presentation of research paper……..10%
Written research paper………………………50%
100%

Readings to Purchase:


Prof. Shiro Horiuchi shoriuch@hunter.cuny.edu
Soc. 81900 - Advanced Methods of Demographic Analysis {17538}
Thursdays, 2:00 - 4:00 p.m. Room TBA, 3 credits

This course studies methods for analyzing demographic trends and patterns, including decomposition analysis, age-period-cohort models, multi-state life tables, event history analysis (including Cox regression, discrete-time versions, time-dependent covariate versions), smoothing methods, Lee-Carter model, and age structure analysis. Prerequisite: DCP 702 or permission of the instructor.

Prof. William Kornblum wkornblum@gc.cuny.edu
Soc. 86903 - Sociology of Sports {17534}
Thursdays, 2:00 - 4:00 p.m. Room TBA, 3 credits

Sociology of Sports: This will be a workshop course in which we develop approaches to three major subjects within the sociology of sports in contemporary societies. The first unit of the semester will deal broadly with the literature on boxing considered through analytical frameworks of corporal sociology (the body), race, and social class. The second unit of the course will develop approaches to a critical understanding of college sports, and especially to the hypertrophy of college football. The third subject we will consider is the history of how sports have been treated in the discipline of sociology, from the Chicago school to sports sociology as it is currently taught and practiced. Students will be encouraged to undertake projects that will reflect their own theoretical and empirical interests and are not necessarily encompassed by material in the three units of study that will be developed in the expanded curriculum. Students and faculty currently involved in sports research or related subjects will make guest presentations and students enrolled in the seminar will be invited to present their material at the end of the semester.

Prof. Mary Clare Lennon mlennon@gc.cuny.edu
Soc. 86800 – Proseminar II: Becoming a Professional Sociologist
Tuesdays, 2:00 – 4:00pm, Room TBA, 3 credits

This proseminar focuses on the professional development of sociology doctoral students. It is open to students in the 2nd year or later. Topics covered include (1) developing research questions, (2) the job market—both inside and outside of academia, (2) grants support—both predoctoral and postdoctoral, (3) managing time and budgets, (4) professional presentations and publishing. Topics will be added, depending upon students' interests and stage in the department.

Prof. Pyong Gap Min PyongGap.Min@qc.cuny.edu
Soc. 82800 - Asian Americans 17541
Wednesdays, 6:30 -8:30 p.m. Room TBA, 3 credits

1. The main objective of this course is to provide an overview of Asian American experiences by covering Asian Americans both as a whole and major Asian ethnic groups separately.

1. Major Asian American groups to be covered separately are Chinese, Japanese, Filipino, South Asian, Korean, and Southeast Asian (Indo-Chinese).

2. General topics to be covered are immigration (history and contemporary trends), settlement patterns, socio-economic adjustment, prejudice and discrimination, family and gender issues, community organization, ethnicity (ethnic attachment, ethnic identity, and ethnic solidarity), and intergenerational transition.

3. Specific topics and theories to be covered include the following: the model minority thesis, pan-Asian ethnicity, multiracial Asian Americans, Asian Americans' positioning in U.S. race relations, the effects of globalization on Asian immigration patterns, Asian Americans' transnational ties, Asian Americans' political development, Korean-Black conflicts, the effects of gender role changes on Asian immigrants' marital conflicts, second-generation Asian Americans' ethnic identity and socioeconomic attainment, and the effects of 9/11 on South Asian Americans.

4. Students will look at fresh data on Asian American experiences derived from the 2000 and 2010 Censuses and recent American Community Surveys and recent research findings.

5. Students will discuss major issues related to Asian American experiences and review a comprehensive literature on Asian American experiences. These components of the course will help doctoral students to decide dissertation topics related to Asian American experiences.

6. Second Edition of Asian Americans: Contemporary Trends and Issues, edited by Pyong Gap Min will be used as the major textbook. In addition, students will read three other books as side readers and about ten journal articles related to key issues and theses pertaining to Asian American experiences. Three other books are Pyong Gap Min, Preserving Ethnicity through Religion in America: Korean Protestants and Indian Hindus across Generations (NYU Press,

**Professor Victoria Pitts-Taylor**  
*Soc. 70200 - Contemporary Sociological Theory {17532}  
Wednesdays, 11:45 – 1:45 Room TBA, 3 credits*

This course in contemporary sociological theory addresses a range of themes including the self's relation to society; society's relation to nature; the character and cultures of social interaction; what power is and the problems of social hierarchy; the changing character of society from industrialization to post-industrialization; and the social influence of science and technology. Broad aims include an assessment of the types of possible approaches to social theory and the role of theory in critical sociological analysis. We will survey a selection of social theorists including a range of American and European thinkers, including many from the following list: Mead, Goffman, Adorno, Elias, Kuhn, Giddens, Foucault, Bourdieu, Habermas, Agamben, Geertz, Haraway, Harding, Butler.

**Prof. Stanley Aronowitz saronowitz@gc.cuny.edu**  
*Soc. 70200 - Contemporary Sociological Theory [17531]  
Wednesdays, 4:15 – 6:15 p.m. Room TBA, 3 credits*

This course discusses some of the major questions addressed by contemporary sociological theorists. Among them are the fundamental structures for the formation of the social self; causes and consequences of social change and social stability in advanced industrial societies; conflict and consensus orientations in social action; the rise of consumer society and its implications for social transformation; the changing nature of class relations as manifested in major institutions such as the workplace, schools and cultural institutions; key social actors in contemporary communications and information processes. We will examine the work of American and European thinkers.

Some Possible Readings(not a final list)

George Herbert Mead Mind, Self and Society, Philosophy of the Present(selections)

Talcott Parsons- The Social System

Max Horkheimer and Theodor Adorno- Dialectic of the Enlightenment

Herbert Marcuse- One Dimensional Man

Norbert Elias- Power and Civility
Time and space are relatively neglected topics in the social sciences. But they are central to the natural sciences which have fundamentally altered our conceptions. This course explores the concepts of time and space in social theory. Beginning with how physics and biology address these questions, we will see how philosophers such as Henri Bergson, Gaston Bachelard, and Alfred North Whitehead dealt with them. Finally, the work of E.P. Thompson, Henri Lefebvre, Norbert Elias and the Frankfurt School, particularly Theodor Adorno and Herbert Marcuse will be discussed. Among the readings:
Lee Smolin- The Trouble with Physics
Levins and Lewontin- The Dialectical Biologist
Bergson- Matter and Memory
Bachelard- Dialectic of Duration
Whitehead- Selections from Process and Reality
Thompson- "Time, Work- Discipline…"
Lefebvre- Production of Space; Critique of Everyday Life volume 3.
Norbert Elias- Time: an Essay
Adorno- Selections from Negative Dialectic
Marcuse- One Dimensional Man
Some of these readings will be in the form of class presentations.

This is an advanced seminar for graduate students. This course is one that compares what I call "racial structures" across nations and time periods. (It does not, then, focus on the United States, nor on the contemporary moment.) In readings and classroom discussions we try to jointly discover and debate the meaning of race. To do so, we compare theoretical and empirical writings about race, racial categories, racial hierarchies, and racism as they are played out in
political, cultural, and socioeconomic structures around the globe and in different historical periods. We will learn together in our attempt to answer these questions: What is race and how is it socially constructed? Given that definition of race, then what is racism? What is a racial structure? How do racial structures vary over time and across space? Given these newfound definitions of race, racism, and the structures in which race and racism are manifest, what insights do we have about doing research on race and racism? Students are required to complete a draft of a publishable paper that uses a social constructionist model of race (i.e., does not treat race as an essential characteristic basic to all humans). That paper may be theoretical or empirical in nature.

Prof. Bryan S. Turner bturner@gc.cuny.edu
Soc. 84509 – Sociology of Religion {17535}
Tuesdays, 11:45 – 145pm. Room TBA, 3 credits

This course offers an examination of classical sociological approaches (Weber, Durkheim, Simmel and Parsons) and more contemporary perspectives (Bellah, Berger and Bourdieu) on the study of religion. It examines key conceptual issues about the nature of the sacred, spirituality and the religious, exploring major modern debates about secularization, post-secular society, radical Islam, civil religion, popular religion, religious nationalism and public religions. It examines the problem of religious minorities in multi-ethnic, multi-faith societies. While it attends to traditional issues – church-sect typology, American denominationalism, and fundamentalism – it also gives an emphasis to the following new themes – the sociology of the body, material culture, gender and piety, and globalization. Above all, it is a course in the comparative sociology of religion.

Recommended text


Prof. Jerry Watts jwatts@gc.cuny.edu
Soc. 80103 - Political Sociology of Intellectuals in 20th Century United States {17546}
Thursdays, 4:15 – 6:15 p.m. Room TBA, 3 credits

This course offers an overview of the major theoretical and conceptual debates concerning the function of intellectuals in the United States. In addition, this course will explore but not exhaust the myriad of roles played by intellectuals. We will discuss intellectuals as ideologues, social moralists, political activists, artists, musicians, and teachers. Intellectuals play significant roles as technocratic advisors to the state on issues of social policy. For instance, the debate over Charter schools versus traditional public schooling relies on the expertise of educational policy intellectuals. Economists advise the President on economic policy, etc. Yet, economists also advise private financial institutions and corporations on investment strategies. Political scientists who claim to be able to predict the stability of foreign states now advise corporations on the safety of their overseas investments. Though there are a myriad of ways that intellectuals
function as servants of power, intellectuals also play crucial roles as critics of power. Intellectuals like Noam Chomsky view their mission as exposing government lies in regards to foreign policy. Other intellectual critics write for popular political magazines ala The Nation, The New Republic or The New York Review of Books. Intellectuals who write for general learned audiences are often referred to as "public intellectuals." In his book, The Last Intellectuals, Russell Jacoby claimed that American civic life was has diminished as a result of the over specializing of knowledge as well as a significant reduction in mass market outlets that would allow "public intellectuals" to distribute their ideas. In many respects Jacoby was probably correct when he wrote The Last Intellectuals. However the rise and expansion of the internet (ie. blogs, etc.) appears to have dramatically expanded the space for public intellectual debate and dialogue. Theorists of intellectuals that we will discuss include Gouldner; Coser; Mannheim; Bourdieu; Edward Said; Foucault; Sartre; and Gramsci; and Baumann.

Prof. Paul Attewell  pattewell@gc.cuny.edu
Soc. 81900 - Data Mining Methods {17537}
Wednesdays, 4:15 – 6:15 p.m. Room TBA, 3 credits

Data mining is the name given to an eclectic collection of statistical techniques that are already widely used in marketing and business, are likely to appear in social science research in the near future, but are rarely found in academic social science research at present. The list of techniques includes: partitioning or tree models; boosted trees, forests, and boosted forests; neural networks; linear and nonlinear manifold clustering; and partial least squares regression (aka 'soft modeling').

Data mining is especially well suited for analyzing very large datasets with many variables and/or cases, or where there might be many interactions or much heterogeneity in the data that is unknown to the researcher. Data mining tends to be 'computationally intensive' because it sometimes uses brute computer power, trying out many potential solutions or models, or trying to discover 'hidden' interactions between variables, before deciding which solution or model best fits the data. However, data mining software is now available for PCs (with plenty of RAM) running under Windows. From one perspective, data mining provides a partial automation of data analysis, with the computer rather than a human analyst deciding upon a statistical model to test, or which model is the most predictive. From another perspective, some of these techniques avoid the kinds of parametric assumptions that underlie more conventional econometric and statistical models, and are prized because of that.

This course will take a workshop format. Most of the class time will be devoted to learning to use data mining techniques, discovering their strengths and limitations, and trying to make sense out of complicated data. Each student will be expected to pick a dataset or research problem, and will then apply these techniques to that problem, with much advice and help from the instructors. Students can bring their own data/problem, but we will also have various datasets, from which students can choose. The class will take place in a computer lab at GC. We have a license for a windows-based data mining software suite, called JMP Pro, and registered students will use this software.

This is an exploratory class – this is the first time it will be taught at GC – and the class will be taught by Professor Robert Haralick, a computer scientist, and Professor Paul Attewell, a
sociologist. We will be learning as we go, and the work will be hands on, so do not take this course if you seek a well-structured highly-organized experience. But if you enjoy exploring new techniques and "learning by doing" then this course may appeal to you. You should already have some familiarity with statistics, at least to OLS regression and logistic regression, but this course will not be highly mathematical or technical. Course grades will stress attendance, participation and project work. A paper will not be required.

Prof. Sharon Zukin Zukin@brooklyn.cuny.edu
SOC. 86800 - Consumer Society and Culture {17545}
Tuesdays, 4:15 – 6:15pm, Room TBA, 3 credits

From the development of the "choosing self" to the "overspent American", "fast-food nation," and brand-name model of globalization, the history and politics of consumer society sets out an important narrative of social change. As a third sphere of modern life, along with work and politics, consumption creates spaces of satisfaction and illusion, creativity and control, and challenges social theorists to develop both a deep understanding of its attractions and a compelling critique. In this seminar we will uncover the history of consumer society around the world, examine specific forms and spaces of consumer culture, and compare alternative ways of dealing with needs and dreams. Weekly in-depth discussions, some student led, and a research paper on a form or space of consumption.

Soc. 85000 - Studies of Youth, Marginalization and Subcultures of Resistance
Professor David C. Brotherton
Wednesdays, 6:30 – 8:30 p.m. Room 6114
Contact: Tel: 212-237 8694, email: dbrotherton@jjay.cuny.edu

In the current period a plethora of youth resistance actions, movements and subcultures have developed in response to socio-economic dislocations on a global scale. From rebellious students youth riots in England to graffiti writers in Rio de Janeiro to politicized gangs in Quito and New York and the globalized Occupied Wall Street movement an endless range of symbolic and substantive responses by youth to their felt conditions of marginality can be observed and studied. In this seminar we will excavate this dynamic and fluid social field through focusing on theories and empirical studies that help to explain the continuity and discontinuity of youth social and cultural resistances over time. Questions of race/ethnicity, class, gender and age will be addressed as we trace the meanings and representations of youth reactions to industrial and post-industrial societies within and across their highly ambiguous political and cultural locations. Students will be expected to carry out small research projects that in some way reflect the transgressive practices, rituals and possibilities of youth in the late modern metropolis.

The seminar has two major goals: (i) to explore the range of sociological theories that explain youth social and cultural resistance, and (ii) to critically interpret the different forms that this resistance takes in the context of an evolving and highly contradictory transnationalist capitalist order. We will focus in particular on the origins of youth subcultures as they emerge during both modernity and late modernity and their construction within changing notions of criminal and
non-criminal deviance. Please note you will also have the opportunity to attend and present at the Critical Criminology Common Sessions that was formed more than two decades ago by Dutch prison abolitionists and will take place during early May 2012 at the University of Porto, Portugal. This conference is student-oriented and is held every semester at one of the following universities: Athens, Thrace (Greece), Barcelona, Bologna (transitional status), Budapest, Erasmus (Rotterdam), CUNY (John Jay and the Graduate Center), Ghent (Belgium), Hamburg, Kent and Middlesex (UK).

Requirements

Students will read a broad sampling of empirical and theoretical works that have defined the U.S. and British traditions of subcultural studies, covering contributions from the Schools of Chicago and Birmingham (U.K.) to an emerging global literature on youth resistance, including works from Australia, Brazil, France, South Africa and Italy. A central question we will be addressing in this course is the degree to which youth subcultures are accommodationist, resistant and/or transformative. Students will be required to complete a take-home midterm exam (30% of grade), summarize and critique the readings in class (20%), and write a term research paper (approximately 5,000 words) which will be presented to the class towards the end of the semester (50%).

Student Skills

Aside from becoming proficient in subculturales and figuring out that the social relations in this upside down, crisis-ridden world are undergoing rapid transformation students will learn how to critically analyze, think through research questions, write with a sociological imagination and design a project that could eventually be the basis of a dissertation. In short, students will do what's expected of graduate students.

Texts


All other articles are either on electronic reserve at John Jay Library (see designated course code) or at the Mina Rees library which is designated by ERes. Where there is nothing designated for an article I have asked the library to find it and put it on electronic reserve. I have asked the Mina Rees for copies of all the books to be on reserve. Regarding the videos – some of them we will watch in class and others will be on reserve, depending on time constraints.

Professor Samuel Heilman scheilman@gmail.com
Soc. 84700 - Religious Fundamentalism as a Social Movement {17542}
Wednesdays, 2:00 – 4:00 pm, Room TBA, 3 credits

This course will explore the ways in which religious fundamentalists have made use of their solidarity and agenda to fashion social movements. Special attention will be given to Christian, Jewish and Islamist groups, but we shall also look at some South Asian and Hindu groups.