### Doctoral Program in Sociology

#### Course Schedule: Fall 2011

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Course Descriptions

Prof. Juan Battle jbattle@gc.cuny.edu
Soc. 71100 - Consulting Seminar {15994}
Tuesdays, 11:45 – 1:45pm, Room TBA, 3credits

This course is designed to expose students to advanced quantitative and mixed research methods across a broad spectrum of social sciences. To that end, weekly a different topic will be presented and systematically explored by both the faculty and students.

Professors Patricia Clough pclough@gc.cuny.edu
Soc. 80000 - Issues In Contemporary Social Theory: Virality, Method and Measure {15986}
Thursdays, 6:30 – 8:30pm, Room TBA, 3credits

This course focuses on the effects on sociality of digital technology, especially new media, bio- and neuro-technologies and their relationship to the viral. The viral, it is proposed, raises a question about measure, a question that has precedence in the sciences (for example, in quantum physics), in aesthetics (recently there has been a return to aesthetics in philosophy and cultural criticism) and in political economy (from questions of measuring affect to questions of measuring anything in what is called aesthetic capitalism). The course will take up works in science studies, sociology of immigration, cultural criticism of war, governmental assessment, political economy of the commodity, human rights policy in order to experience different forms of measure and method in approaching data, data collection and data presentation.

The course will take up both quantitative and qualitative methods, contrasting their approaches to measure and their capacity to handle the viral. How are the disciplines handling the presentation of data given the ever more exciting or beautiful forms that digital technologies offer? What criticism of these forms are the disciplines developing?

Prof. Hester Eisenstein hester1@prodigy.net
Soc. 83300 - Gender and Globalization {16000}
Tuesdays, 2:00 – 4:00pm, Room TBA, 3credits
Office: 6112.12; phone: (212) 817-8773; Office hours: Tuesdays, by appointment

In this course we will examine the relationship between the phenomenon now widely termed "globalization," and the changes in gender relations that have taken place since the rise of the second wave of the women's movement in the 1970s.

Since the end of the "long boom" (starting after World War II and lasting through the mid-1970s), academic and mainstream feminism have enjoyed enormous success, during a period of economic, social, and political restructuring that has created an intensified polarization between rich and poor, and an ever-growing mass of desperately impoverished people around the globe. This course will examine this paradox.

We will seek to define globalization, starting from the premise that this is a stage in the
development of the international capitalist system, under the economic and military domination of the world's only remaining superpower. More specifically, we will look at the "Washington consensus," under which developing countries have been forced to open their borders to the free flow of capital from the rich countries. Among other changes, "globalization" involves the intensive use of female labor, from maquiladoras to electronics factories to textile factories. It has also produced an acceleration of "informal" work for women. While educated women can now walk through many doors previously closed to them, in the worlds of business, sports, and politics, the majority of women in the world are increasingly impoverished, overworked and exploited, and subject to a wide variety of forms of violence, sexual, military, and economic. The majority of the world's refugees are now women and children.

We will address these issues by posing a number of relevant questions. Where does the ideology of globalization come from? How has globalization affected the conditions of women and children in the developed and the developing world? How has contemporary feminism been shaped by the workforce participation of women? What is the role of class in the women's movement, domestically and internationally? Why are issues of gender, sexuality, and race so central to the culture wars being waged at home and abroad by religious fundamentalist leaders? How does the association of "liberated women" with modernity affect the process of globalization? In the revived social movement that has placed the World Trade Organization, the International Monetary Fund, the World Bank and other international financial institutions at the center of an intensified campaign for social justice, what is the place for organized women's activism?

Readings in the course are selected from theoretical writings as well as case studies, and students are encouraged to develop their own research and activist agendas.

Profs. Paul Attewell/Philip Kasinitz pattewell@gc.cuny.edu; pkasinitz@gc.cuny.edu
Soc. 80200 – An Empirical Paper Seminar {15993}
Wednesday, 4:15 – 6:15pm, Room TBA, 3 credits

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. Sujatha Fernandes sujathaf@yahoo.com
Soc. 81500 - Qualitative and Interpretive Methods {15989}
Thursdays, 11:45 – 1:45pm, Room TBA, 3credits

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 oral history. 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.

Prof. Janet Gornick jgornick@gc.cuny.edu
Soc. 85700 - Social Welfare Policy {15995}
Wednesday, 4:15 – 6:15pm, Room TBA, 3credits

This course will examine social welfare policy in the United States, in both historical and cross-national perspective.

The course will begin with an overview of the development of social welfare policy in the U.S. We will focus on three important historical periods: the Progressive Era, the New Deal, and the War on Poverty. We will end the first section with a review of developments in the tumultuous 1990s.

Second, we will assess "the big picture" of the American welfare state, through the lens of its underlying institutional framework.

Third, we will survey selected areas of social policy provision, such as anti-poverty policy; health policy; employment-related social policy; social policy for the elderly; and/or work-family reconciliation policies. In each of these policy areas, we will assess current provisions and evaluate contemporary debates, integrating political, sociological, and economic perspectives.

In the final section of the course, we will assess selected social policy lessons from Europe, where provisions are typically much more extensive than they are in the U.S. We will close by analyzing the question of "American exceptionalism" in social policy, and will assess a range of institutional, ideological, and demographic explanations.

Prof. David Halle dhalle@ucla.edu
Soc. 82201 - Computer Mapping for LA & NY {15988}
Mondays, 11:45 – 1:45pm, Room TBA, 1credits

(four week, 1 credit class)

An introduction to computer mapping (Geographic Information Systems), using the software
Mapinfo. We will learn the techniques of computer mapping using the just-released 2010 census data to analyze the latest developments in New York and Los Angeles, both the cites 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, and attempts to reform the school systems.

Prof. Jack Hammond jhammond@hunter.cuny.edu
Soc. 85405 - War and Society {15997}
Wednesdays, 6:30 – 8:30pm, Room TBA, 1 credits

This course will examine war as a social phenomenon, on the battle front and the home front. Historical: technology and social organization as influences on war; war and the rise of the nation-state. Contemporary: the combat experience; symmetric and asymmetric warfare and the targeting of civilians; the military as an institution (including recent debates about the racial and gender integration of the military and the All Volunteer Force); ethical considerations of just war and human rights in wartime; movements of opposition to war.

Professor William Helmreich helmreichw@aol.com
Soc. 82301 - The Peoples of New York City {16001}
Mondays, 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. Lily Hoffman lilymhoff@gmail.com
Soc. 82300 - Restructuring cities, policy, planning {15998}
Wednesdays, 2 – 4pm, Room TBA, 3 credits

Given the reality of cities as dynamic units in a dynamic environment, this course will focus on approaches used to reshape and revitalize urban areas. What are the social/spatial impacts? Costs and benefits to different segments of the population? What is the relationship between policy, planning, and large scale social forces? To what extent is it a result of these forces or does it actively shape them? How does the capitalist political economy influence these processes? What
challenges does the recent financial crisis pose to theory and practice in this realm? Although the focus is on US cities—particularly NYC, there will be some international case material for comparative purposes.

Prof. James M. Jasper jjasper@gc.cuny.edu
Soc. 81200 - FIELD METHODS: SEMINAR ON SOCIAL MOVEMENTS {15991}
Tuesdays, 4:15 – 6:15pm, Room TBA, 3credits

The purpose of this course is to use the knowledge gained in the previous spring-semester course to answer questions that represent contributions to the field of social movements and which can be examined through research on New York area social movements. Students should have begun their research during the spring semester and also be prepared to continue working on the research after the course has ended. Students will receive grades for research results produced during the semester, not for ultimate published products. The main research methods discussed and used will be participant observation and personal interviews, although students could supplement these with other techniques. This course qualifies for the second methods requirement.

Prof. Barbara Katz Rothman/Jon Deutsch bkatzrothman@gc.cuny.edu
Soc. 82800 - Food, Culture, & Society {15996}
Thursdays, 4:15 – 6:15pm, Room TBA, 3credits

Food Culture and Society, team taught by Prof. Jon Deutsch whose Phd is in Food Studies and Sociologist Barbara Katz Rothman, this course explores major issues in foodways—food habits from production through consumption—through readings and discussions as well as through primary research in food and society. The scholarly study of food invokes issues of gender, class, labor, and cultural identities and demands an interdisciplinary approach. This is one of the core courses for the new Food Studies Interdisciplinary Certificate Program.

Prof. William Kornblum wkornblum@gc.cuny.edu
Soc. 81500 - Visual Sociology {15992}
Thursdays, 2:00 – 4:00pm, Room TBA, 3credits

What is visual sociology? This course will take Howard Becker's discussion of the question as its point of departure (http://home.earthlink.net/~hsbecker/visual.html). Note that the definition of the field as stated by the International Association (http://www.visualsociology.org/) is far broader and includes subjects like comparative "visual cultures" or analysis of graphs and other visual presentations of data as used in the social sciences. The visual culture of societies is also a subject we will study, but the course will focus most intensely on contemporary uses of photos, film and video in the social sciences and the related fields of documentary work and conceptual art. The primary goal is to help students gain background in the literature of the field and some experience in making presentations that require the use of photos and film or video. Although this is not a production course that can teach the basics of these visual methods, the instructor will facilitate class presentations and assist students who are doing film and video work. To the
degree possible, emphasis will be on projects that can be accomplished within the framework of the semester. Toward this end students will be responsible for one small group presentation early in the semester, at least one short class presentation, and one final presentation which can take a variety of forms, from a conventional paper to a visual "work in progress." At least five weeks of the course will be about the uses of photography and film/video in contemporary ethnographic field research and writing. We will therefore look at recent work by sociologists and others who are incorporating a visual dimension of analysis into their work, including Douglas Harper, Terry Williams, Sherri Grasmuk, Mitch Duneier, Faye Ginsburg, Wendy Ewald, the Ewans, Tonnelat and others. Readings for the course will include selections from Benjamin, Trachtenberg, Sontag, Coles, Goffman, Becker, Harper and others. A more detailed course outline will be available from the instructor (wkornblum@gc.cuny.edu)

Basic Readings
Barthes, Roland. Camera Lucida
Benjamin, Walter – "The Work of Art in the Age of Mechanical Reproduction"
"A Short History of Photography"
Becker, Howard – see above
Berger, John. Ways of Seeing
Delbianco, Andrew, et al. Frederick Wiseman
Eisenstein, Sergei. Film Form; The Film Sense
Hill, John and Gibson, Pamela(eds.) . The Oxford Guide to Film Studies
Linfield, Susie. Cruel Radiance, Photography and Political Violence
W.J.T. Mitchell, "The Photographic Essay, Four Case Studies" in Mitchell, Picture Theory, essays on Verbal and Visual Representation, pps. 281-328
Sontag, Susan On Photography; On Regarding the Pain of Others
Stange, Maren. Symbols off Ideal Life, Social Documentary Photography in America, 1890-1950
Trachtenberg, Alan, (ed.) Classic Essays on the History of Photography
Reading American Photographs, Images as history

Prof. Mehdi Bozorgmehr mbozorgmehr@gc.cuny.edu
Soc. 82100 - Middle Eastern Diasporas {16002}
Mondays, 6:30 -8:30pm, Room TBA, 3credits

Middle Easterners have been coming to America since the 19th century, but their influx has gained momentum in the last three decades. According to the 2008 American Community Survey released by the U.S. Census, over 2.9 million Americans trace their ancestry to the Middle East. Middle Easterners are the least studied of all major American ethnic groups. Many negative stereotypes (e.g., terrorists, Muslim fundamentalists, hostage takers) are associated with this minority, reinforced by the terrorist attacks of September 11, 2001. This year marks the tenth anniversary of 9/11, making this course even more pertinent. Middle Easterners are among the most diverse of the major ethnic groups in the U.S. and such simplistic stereotypes ignore this diversity (e.g., most Arab Americans are not Muslim). The Middle Eastern American experience is conspicuously absent from courses on immigration and ethnic studies in sociology, anthropology, history and other departments. This course fills this gap by examining the
adaptation of Middle Easterners in American society and other host societies. Thus, it will take a comparative approach, first examining all major ethnic groups of Middle Eastern origin, including but not limited to Arabs, Armenians, Iranians, Israelis and Turks; and of course, Muslims and religious minorities. Secondly, the Middle Eastern American experience will be compared and contrasted to those of other regions such as Europe, where they are the largest immigrant group. The interests of students in specific regions and groups will be taken into consideration.

The following topics will be covered in this course:

- Diaspora and Transnationalism
- Theories of assimilation and their application to Middle Easterners in the USA
- Exiles (political refugees) vs. economic migrants
- Economic adaptation (professionals and entrepreneurs)
- Gender and the family
- Religion
- Ethnicity and ethnic identity
- The second generation
- Exile politics
- Post-9/11 backlash against Middle Easterners and their response

Prof. John Torpey jtorpey@gc.cuny.edu
Soc. 70000 - Proseminar {15984}
Tuesdays, 2:00 – 4:00pm, Room TBA, 3 credits

This course introduces students to some of the major elements involved in the training of scholars in the field of sociology. We will explore the norms that govern the profession, the aims of sociological research, the process of grant-seeking and grant-writing, the qualities of a good dissertation, expectations about publication, research on human subjects approval, and other aspects of professional socialization. In an effort to familiarize you with the kinds of scholarly work and teaching that are done by faculty at CUNY, we will also have a number of presentations by members of the CUNY Sociology faculty.

EXPECTATIONS AND REQUIREMENTS

*The department hosts a monthly colloquium, in the context of which we invite an outside speaker to deliver a talk about his or her research. Participants in the Proseminar are required to attend, but these colloquia should be seen as part of your professional training and an opportunity for exposure to some of the leading research being done in the field today. Make it a part of your schedule in the years to come!

*Write a book review

*Do the online CITI training concerning Human Subjects approval and get the certificate
*Write a c.v. (curriculum vitae = "course of life")*

**Prof. Robert Smith robert.smith@baruch.cuny.edu**
**Soc. 82300 - Immigration and American Institutions {16189}**
**Wednesdays, 2 – 4pm, Room TBA, 3 credits**

This course examines the ways that immigrants, and especially the second generation, engage with several American institutions: schools, the political and voting systems, socioeconomic and cultural institutions, and others. The course will analyze how immigrants and the second generation are integrating into American society. Specifically, it will look at schools as institutions for inclusion/exclusion; will consider what political institutions and processes are working towards or against political incorporation of immigrants and later generations; will review how assimilation is taking sometimes unexpected turns in various new immigration destinations in the northeast and southwestern US; and examine how other institutions, such as families and their internal dynamics, affect integration and mobility. The course will give special consideration to the place of undocumented immigrants in American society. Where appropriate, comparisons to European cases will be made.

**Prof. Pamela Stone pstone@hunter.cuny.edu**
**Soc. 73200 - GENDER and WORK {15999}**
**Mondays, 4:15 – 6:15pm, Room TBA, 3 credits**

The entry of women in large numbers to the paid labor force is hailed as one of the defining changes of the 20th Century. Yet 40+ years after the feminist revolution and passage of civil rights laws, gender inequalities persist, compounded and complicated by race, class, sexual orientation, and immigrant status. This course looks at changes in women's paid and unpaid labor from the Industrial Revolution to the contemporary post-industrial globalized workplace to consider demographic trends in women's work and family roles and their interrelationship; the gendered organization of work; the intersection of race, class and gender in understanding today's transnational labor markets; the tension between women's paid employment and unpaid care giving; and policies aimed at advancing women's status and economic independence such as pay equity and flexible work arrangements. A variety of conceptual and theoretical frameworks for understanding gender inequality at work will be explored.

**Profs. Jayne Mooney and Jock Young jyoung@jjay.cuny.edu**
**Soc. 85000 - THE VIOLENCE OF LIFE {16003}**
**Tuesdays, 6:30 -8:30pm, Room TBA, 3 credits**

This is a sociology of violence course with a difference; it focuses on why violence is both an anathema and, at the same time, a common part of everyday life and a core cultural concern for movies through to videogames and the daily news. That is, it is concerned with the prevalence of violence and the fascination of violence. We will discuss the gamut of violence from homicide and rape ,through to spree and serial killings to terrorism and the violence of the state, to the harsh realities of war and genocide. The gendered nature of violence will be considered as well as the structural violence of class and 'race' and the theories that have arisen in an attempt to provide an explanation. We will focus on why 'normal' persons commit extreme violence and
why violence is such a 'normal' part of the institutions of late modern society. Finally we will turn to how we can tackle the dehumanization and othering which constitute the narratives and psychological mechanisms that make such violence possible.

Indicative reading:

Prof. Ruth Milkman and Ed Ott rmilkman@gc.cuny.edu
Soc. 86800 - Qualitative Analysis and Writing for Publication
{16433}
Mondays, 6:30 -8:30pm, Room TBA, 3credits

Prerequisite: successful completion of Sociology 84700 (taught by Milkman and Ott in Spring 2011)

In this course, enrollment in which requires the instructors' permission, students will develop their analytic and writing skills using original qualitative data collected in the field during the previous semester, and during the summer preceding the course. Students will also continue their fieldwork during this course, with additional interviews and participant observation as needed.

The primary aim is for each student to systematically analyze the original fieldwork data she or he has collected in relation to the wider social science literature, and to learn how to write up the analysis for publication. Each student's project will be the focus of a seminar session; drafts will be circulated, read and commented on by all students as well as the co-instructors. Each session will also include supplementary readings selected by the student presenter.

Prof. Stanley Aronowitz saronowitz@gc.cuny.edu
Soc. 70100 Development of Sociological Theory {15985}
Thursdays, 4:15 – 6:15pm, Room TBA, 3credits

This course examines the social theories of three of the most important figures in the foundation of sociological thought-- Karl Marx, Max Weber, and Emile Durkheim in their contrasts and continuities. Among the topics to be discussed are: relations of human to nature; work; social class; economic, political and social power; religion and ideology. Throughout these considerations we will explore how each of the theories addresses social change and social stability We will also discuss questions of social scientific methods as practiced by these theorists and the significance of their different approaches for sociology today.

Prof. Paul Ong pmong@ucla.edu
Soc. 82800 - AAS Scholarship: Alternative Approaches{16718}
Tuesdays, 4:15 – 6:15pm, Room TBA, 3credits

One of the major challenges facing Asian American Studies is defining a set of reasonable and acceptable scholarly and creative activities. Three salient factors have shaped AAS: an activist historical root, coverage of a large number of diverse populations, and the inclusion of scholars
and creative agents from multi-disciplines and traditions. Given this framework, it is critical for those pursuing AAS to have an exposure and appreciation for alternative paradigms and epistemologies. The course will cover at three of the following alternatives: traditional social science, action research and praxis, visual studies and communication, and cultural studies. Although the course focuses on and examines examples from Asian American Studies, many of the lessons are applicable to other fields.