# Ph.D. Program in Sociology, CUNY Graduate Center
## COURSE SCHEDULE FOR SPRING SEMESTER 2013

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<td>9:30 – 11:30</td>
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<td>11:45 – 1:45</td>
<td>See Also DCP80300 – Demography of Aging</td>
<td><strong>Turner: Soc. 83000 [20358]</strong> Comparative Sociology of Religion</td>
<td><strong>Kasinitz: Soc. 85800 [20354]</strong> Race/Ethnicity</td>
<td><strong>Duneier: Soc. 81200 [20349]</strong> Ethnography (Qualify for Methods Requirement)</td>
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<td>2:00 - 4:00</td>
<td><strong>Porter: Soc. 71600 [20347]</strong> Sociological Statistics II</td>
<td><strong>Eisenstein: Soc. 83300 [20934]</strong> Gender &amp; Globalization</td>
<td><strong>Pitts-Taylor: Soc. 77800 [20345]</strong> Sociology of Medicine</td>
<td><strong>Attewell/Haralick: Soc. 81900 [20348]</strong> Data Mining Methods (Qualify for Methods Requirement)</td>
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<td>6:30 - 8:30</td>
<td><strong>Battle/Kornblum: Soc. 81200 [20350]</strong> CUNY as a Lab (Qualify for Methods Requirement)</td>
<td><strong>Brotherton: Soc. 85000 [20360]</strong> Youth Marginalization &amp; Subculture of Resistance</td>
<td><strong>Bozorgmehr: Soc. 82800 [20356]</strong> International Migration</td>
<td><strong>Font: Soc. 85200 [20359]</strong> Globalization and Development</td>
<td><strong>Young: Soc. 85000 [20682]</strong> Violence of Life</td>
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This course will provide an overview of the literature on contemporary immigration. The focus will be on the U.S., but the larger context of South-North immigration will be brought into view. Attention will be divided between theories and empirical research, as the course considers accounts of who immigrates and why and how immigrants insert themselves into the receiving society and its economy. The final part of the course will consider the impact of immigration on future ethno-racial divisions.

Professor Stanley Aronowitz    saronowitz@gc.cuny.edu
Soc. 84700 – Work, Labor and the Labor Movement {20933}
Wednesdays, 4:15 to 6:15pm, Room TBA, 3 credits

This course is an examination of the transformation in the structure of labor during the post-world war two era. Among the topics under consideration is the effects of technology and the emergence of the global economy on the nature of work, the fate of the labor movement, and their influences on working class and salaried labor. We will explore the distinction between work and labor. We will also interrogate the responses of secondary and post-secondary education to changed work, the geographic dispersal of large sections of the labor force and the ideologies that have accompanied deindustrialization. Among the works that will be discussed are:
Joshua Freeman Working Class New York; Jefferson Cowie Stayin’ Alive; C Wright Mills White Collar; Frank Bardacke Trampling Out the Vintage(on farm workers); Michael Honey Going Down Jericho Road(on Martin Luther King and the Memphis Garbage Workers; Stanley Aronowitz False Promises(Selections); Hannah Arendt The Human Condition; Andre Gorz Critique of Economic Reason; Bruno Gulli Labor of Fire;Michael Goldfield The Decline of Organized Labor in the United States. Arlie Hochschild The Second Shift. Also work on immigrant workers by Immanuel Ness, and poor workers’ unions. Articles on the rebellious Chinese Workers, Occupy Wall Street as a labor movement. Some of these books and articles will be student presentations; others will be presented by the instructor.

Profs. Paul Attewell & Robert Haralick    pattewell@gc.cuny.edu
Soc. 81900 - Data Mining Methods {20348}
Thursdays, 2-4pm, 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.

Professors Juan Battle/William Kornblum  
jbattle@gc.cuny.edu;wkornblum@gc.cuny.edu

Soc. 81200 – CUNY as a lab: A mixed methods course on the City University of New York {20350}

Mondays, 6:30 – 8:30 pm, Room TBA, 3 credits

All students will work on a semester-long group project conducting quantitative (survey) and qualitative (one-on-one interviews & ethnography) research on a CUNY-wide study of undergraduates. Students will receive experience in all phases of empirical research, from conceptualization to analysis and all points in between. 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., gender studies, race studies, American studies, cultural studies, lesbian and gay studies).

Prerequisite:  NONE
This course offers a comprehensive and interdisciplinary overview of the key current topics and issues in the burgeoning field of international migration. The field is unique in its interdisciplinary nature, stretching from history, anthropology, demography and economics, through political science, geography and sociology. 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 assimilation, incorporation/integration, the labor market, race and ethnic relations, gender and the family, transnationalism, and the second generation. 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.

Prof. Caitlin Cahill & Wendy Luttrell ccahill@gc.cuny.edu;wluttrell@gc.cuny.edu
Soc. 83300 – Reassessing Inequality and Reimagining the 21st Century: East Harlem case study {20684}
Tuesdays, 6:30 – 8:30 pm, Room TBA, 3 credits

Enrollment cap: 20 (by permission only)

Engaging broad questions of economic inequality and its impact on the “commons,” or public sphere, this seminar will combine a political economic analysis with an examination of lived experiences, counter-narratives and everyday forms of resistance; and consider the role that new technologies can play in offering alternative ways to document, study, and resist inequalities. The seminar will engage these issues from the ground-up, as they play out in a particular place, East Harlem (El Barrio/Spanish Harlem).

East Harlem (El Barrio/Spanish Harlem) is a neighborhood saturated with complex personal and collective narratives of demographic change, economic hardship, vibrant cultural creativity, social movements, community organizations, and decades of public representations as a site of urban poverty. Keeping in mind how growing inequality in wealth, income, and debt is affecting public services and institutions, the seminar will take a particular look at housing and public education.

The course will take a hybrid form – including face-to-face weekly sessions situated in a digitally mediated environment. The course will also include community engagement events and participatory research in East Harlem. Sessions will be facilitated by CUNY faculty members drawn from a range of social science and humanities disciplines, and will include a prominent list of intellectuals, activists, and experts drawn locally and from around the world, with unique expertise on various aspects of inequality.
Simultaneously, this course will engage critical questions with regards to how new technologies can be used for community-engaged teaching and scholarship. The course will offer a different take on the “MOOC” (massively open, online course), here re-conceived as a “POOC” a *participatory*, open, online course that hopes to engage community members, and people from around the world, in dialogue with the ideas in the course. The seminar is designed to problematize issues related to representations of inequality; notions of community; and useable and meaningful research while simultaneously providing access to, and motivation for using, new digital tools and methods for addressing inequality.

**Professor Patricia Ticineto Clough**
[ pclough@gc.cuny.edu](mailto:pclough@gc.cuny.edu)

**Soc. 80000 – Issues in Contemporary Theory: Foucault and Latour**
{20346}

**Wednesdays, 6:30 -8:30 pm, Room TBA, 3 credits**

Perhaps this course should be titled between Foucault and Latour. While, in a straightforward way, we will study some of the texts of each of these authors, we also will ask: what goes between them? Moving back and forth between Foucault and Latour, how are knowledge production, ontology, sociality and life conceived? Taken together, what do these authors tell us about governance and economy, bodies, sexuality, gender, ethno-racism and class? What critical approaches to power, technology, and methodology do they offer? Finally, how do these authors problematize disciplines such as philosophy, sociology, history, literary and media studies? Along with texts by Foucault and Latour, we will read a number of key texts by authors who have drawn on Latour or Foucault in establishing new fields of study or in making crucial arguments for new modes of methodological practice.

**Prof. Hester Eisenstein**

**Soc. 83300 – Gender & Globalization** {20934}

**Tuesdays, 2:00-4:00 pm, Room TBA, 3 credits**

**Office: 6112.12; phone: (212) 817-8773; e-mail: hester1@prodigy.net**

**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 1960s.

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 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 and race 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.

Prof. Mauricio Font  mfont@gc.cuny.edu
Soc. 85200 - GLOBALIZATION AND DEVELOPMENT {20359}
Thursdays, 6:30 – 8:30pm, Room TBA, 3 credits

Globalization and development continue to attract intense debate worldwide, especially in the context of international financial crises. Understanding both processes and their relationship is of particular importance to developing and transitional societies -- where most of the world’s population lives and social conditions make urgent the search for improvement to human security and well-being. In this context, the study of globalization and development must supplement economic analysis with an understanding of socio-political and cultural factors as well as the emergence and trajectory of alternative movements, ideas and practices. This seminar opens with a discussion of how the study of social change and development is transforming in response to globalization, paying attention to theoretical, historical, and policy contexts. Subsequent readings and discussion focus on interrelated substantive areas: the meaning of development and globalization, varieties of capitalism and development paths, reform processes and the search for effective strategies of integration into global society.
In the above context, this semester we will pay particular attention to five broad themes - rising and shifting patterns of inequality (including gender and ethnic differences in stratification), states, private actors, and civil society. These topics have become particularly pressing following the recent financial crisis, which has intensified debates regarding globalization and state intervention in markets. While it has in some cases deprived nations of much needed capital, the
impact of the financial crisis has not been as severe in important parts of the developing world – much of Latin America and Asia, as well as parts of Africa, have seen relatively high or stable growth rates. In contrast with Europe and North America, middle income populations have continued to expand in several countries. This course will examine these seemingly incongruous patterns, raising questions such as: Why is Latin America faring better economically and socially than other regions during the financial crisis? How is globalization impacting regional and national inequality? Is the state increasing its role?

Students will have the opportunity to focus on specific topics: the role of states in responses to crises or in the context of specialization in commodities; the revival of state-controlled companies in Asia, Latin America and even Europe; the global social networks formed by business, migrants, activists, and policy advocates; ownership structures of contemporary global capitalism; remittances; changing patterns of activism and policy advocacy, criminal behavior; the global influence of international organizations (regional or multilateral development banks, global NGOs, European Union, NAFTA, and the like); impacts on food security, local governance, health and other social services, and transportation initiatives. For inquiries, contact the instructor at mfont@gc.cuny.edu.

**Professor Janet Gornick**  jgornick@gc.cuny.edu
**Soc. 80000 – Social Policy and Socio-Economic Outcomes in Industrialized Countries: Lessons from LIS (20362)**
**Wednesdays, 4:15 to 6:15pm, Room TBA, 3 credits**

This course will provide an introduction to cross-national comparative research based on microdata (data at the household and person level) available from LIS. LIS is a data archive and research center located in Luxembourg, and with a satellite office at CUNY.

LIS houses two databases: the Luxembourg Income Study (LIS) Database and the Luxembourg Wealth Study (LWS) Database. The LIS Database contains over 200 microdatasets from more than 40 high- and middle-income countries; these datasets include comprehensive measures of income, employment, and household characteristics. The LWS Database – a smaller, companion database – provides microdata on wealth and debt. For the list of countries, see: [http://www.lisdatacenter.org/our-data/lis-database/documentation/list-of-datasets/](http://www.lisdatacenter.org/our-data/lis-database/documentation/list-of-datasets/) and [http://www.lisdatacenter.org/our-data/lws-database/documentation/lws-datasets-list/](http://www.lisdatacenter.org/our-data/lws-database/documentation/lws-datasets-list/)

Since the mid-1980s, the LIS data have been used by more than 4000 researchers – mostly sociologists, economists, and political scientists – to analyze cross-country and over-time variation in diverse outcomes such as poverty, income inequality, employment status, wage patterns, gender inequality, and family structure. Many researchers have combined LIS’ microdata with various macrodatasets to study, for example, the effects of national policies on socioeconomic outcomes, or to link micro-level variation to national-level outcomes such as immigration, child wellbeing, health status, political attitudes, and voting behavior. A newer body of research has used the LWS data to study a multitude of questions related to wealth and debt holdings.
The course has two goals: (1) to review and synthesize 30 years of research results based on the LIS data (and, more recently, the LWS data); and (2) to enable students with programming skills (in SAS, SPSS, or Stata) to carry out and complete an original piece of empirical research. The LIS/LWS data are accessed through an internet-based "remote execution system". All students are permitted to use the LIS microdata at no cost and without limit.

The course will require a semester-long research project. Students with programming skills (which will not be taught in the course) will be encouraged to complete an empirical analysis, reported in a term paper ultimately intended for publication. Students without programming skills will have the option to write a synthetic research paper. A minimum requirement is the capacity to read articles that present quantitative research results.

Professor Frank Heiland  
Soc. 81900 – Methods of Demographic Analysis {20353}  
Thursday, 11:45 a.m.-1:45 p.m. Room TBA, 3 credits

This course gives students an overview of some of the major demographic methods used in the study of population, and includes the standard procedures for the measurement of fertility, mortality, natural increase, migration, and nuptiality. Students will learn how to construct demographic rates, life tables, and population projections, and how to carry out standardization, decomposition of differences, analysis of fertility and nuptiality patterns, analysis invoking model life tables and stable population theory, and analysis of nonstable populations.

Prof. Philip Kasinitz pkasinitz@gc.cuny.edu  
Soc. 85800 - Race and Ethnicity {20354}  
Wednesdays, 11:45 – 1:45 pm, Room TBA, 3 credits

Race and ethnicity are constantly changing and evolving, yet they remain among the most persistent forms of structured social inequality. Focusing on the United States, but with reference to other multi-ethnic societies, we will examine the evolution of the concept of “race” and its relationship to racism; the heritage of slavery and segregation and their impacts contemporary life; the origins of modern racism and anti-Semitism, “scientific racism,” why and how the salience of ethnic identity increases and decreases at particular historical moments, the relationship of race and ethnicity to migration, nationalism, colonialism and class, the growth of the Latino and Asian American populations and what that means for American notions of race, etc. In addition we will take an in depth look at how racial boundaries change, competition and cooperation between ethnic groups in contemporary America and how “racialized” minorities are (or are not) incorporated into different societies. Readings will include works by W.E.B. Dubois; Jean Paul Sartre, George Fredrickson; William Julius Wilson, David Roediger, John Iceland, Richard Alba, Tariq Madood, Alejandro Portes, Stephen Steinberg and Mary Waters.
Motherhood is the universal human relationship: every person begins life embodied within the maternal body; and up until the last few decades, that relationship defined the placement, or the citizenship, of the new being. New technologies, but even more, new marketing, calls the obviousness of motherhood into question, as maternal relationships are fragmented and commodified. This course will offer a sociological and feminist analysis of motherhood in its many old and new variations. The focus will be on the United States and its particular racial, class and gender politics and eugenic history, with an awareness of the global context in which Americans enter into and live motherhood.

Specific topics to be covered will include: Infertility and the new technologies and marketing of procreation such as the donation and sale of gametes and ‘gestational services;’ Contraception and abortion, including prenatal testing and selective abortion; The medicalization and demedicalization of childbirth practices, with attention to the midwifery and homebirth movements; Child bearing and rearing within gay and lesbian families; Child care arrangements and services, including ‘transnational mothering;’ Adoption, with particular attention to the issues of foster care, international and ‘transracial’ adoptions; Other topics to be agreed upon by members of the seminar.
We have ushered into the global migration period since the early 1990s. Not only traditionally immigrant-accepting countries, including the U.S. and three former British colonies in the “New World” (Canada, Australia and New Zealand), but also Western European countries and three East Asian countries have annually received large numbers of formal immigrants or migrant workers/brides over the last two decades. U.S. immigrant scholars are far more familiar with immigration patterns and immigrants’ adaptations in the U.S. But it is important to compare these major immigrant-accepting countries in their immigration policies, immigration patterns and related issues. This course focuses on systematically comparing the following four major groups of immigrant-accepting countries: (1) the United States, (2) Canada, Australia and New Zealand, (3) European countries (Germany, France, Great Britain, Netherlands, Sweden, Italy and Spain), and (4) East Asian countries (Japan, Korea and Taiwan).

By virtue of their advanced economies, these four groups of countries have annually attracted large numbers of immigrants/migrant workers from developing or underdeveloped countries. But there are significant differences among these four groups in immigration policies and major source countries of immigrants. These four groups also have significant differences, as well as similarities, in anti-immigrants sentiments and behavior on the part of the general public, efforts made by non-profit organizations and government agencies to protect immigrants, and immigrants’ mobilizations to protect themselves. In addition, there are significant differences among them in the degree of the governments’ expansions of multiculturalism and citizenship to accommodate immigrants. I know there are also significant differences in these three major sets of issues among European countries or East Asian countries. In fact, we will read four or five articles that have examined differences among the European countries, three former British colonies or East Asian countries. But we have to emphasize within-group similarities for the purpose of a broad comparison.

We will first compare the four groups of countries in immigration policies and patterns of immigration (size of annual immigrants, major sources countries of immigrants, and changes over time in both). We will read articles and book chapters focusing on the U.S., and then read those comparing different countries including the U.S. We will repeat the same process to cover the other two major sets of issues. In connection with the expansions of citizenship, we will also compare Germany, Japan and Korea in the differences in accepting their own return migrants. Most reading materials will compare different immigrant-accepting countries with regard to different issues, not among the four groups of countries as we like to analyze. But based on our readings, we may be able to analyze between-group differences, as well as within-group differences.

It is almost impossible to understand the U.S. government’s or another country’s contemporary immigration policy or immigration patterns without understanding the historical background. Each country has also gone through changes over decades in both immigration policy and immigration patterns in the contemporary immigration period. Thus we need to take a historical
approach, as well as a comparative approach, to fully understand these various issues for particular groups of countries. Therefore, I consider this course as a typical course taking a comparative-historical approach.

**Reading Materials:**

I have not found any good book for this course. Thus I plan to use approximately 40 journal articles and book chapters. We plan to cover three journal articles/book chapters for each class. We can cover only two articles/book chapters for some class days when we read much longer articles. For one semester, with these forty pieces, we cannot compare all these four groups in term of the three major sets of issues systematically. However, at the end of the semester, students will much better understand differences among the four groups as well as within-group differences. Also, they will better understand changes over time in each group’s immigration policy, immigration patterns, anti-immigrant sentiments and behaviors, and views of multiculturalism and citizenship. I have selected approximately 20 pieces of reading materials thus far, mostly from *International Migration Review, Ethnic and Racial Studies, Journal of Ethnic and Migration Studies, and Asian and Pacific Migration Journal*. I hope to collect the other half of reading materials by the end of 2012.

**Criteria for Grading**

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<td>36</td>
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<td>Attendance, Preparation &amp;</td>
<td>34</td>
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<td>Participation in Discussion</td>
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<td>Term Paper</td>
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**Total** 100

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**Professor Victoria Pitts-Taylor**  
vpitts@gc.cuny.edu  
Soc. 77800 – *The Sociology of Medicine, Health and Illness*  
{20345}  
Wednesdays, 2-4 pm, Room TBA, 3 credits

This course will address the sociology of medicine from a range of critical perspectives and theoretical vantage points, including social constructionism, actor network theory, the governmentality literature, feminism, queer theory, critical race studies, neomaterialism, and critical disability studies. We will examine current manifestations of medicalization, health and illness, and biosociality as social products of the neoliberal context, and pursue both illness and disability as sites of social struggle. We will consider the promise and limits of social constructionism in understanding the sick body and the disabled subject; we will address the medicalization of physical and cognitive impairments as well as trends in psychiatry; we will look at the emerging transnational trade in organs, cell lines, and bioinformatics and consider how sociological frameworks can contributing to understanding these.
This course has three main parts. We will begin with an examination of the major theories that purport to explain social movements, including the conditions that give rise to the movement, the forms movement action takes, and the consequences. In particular we will be searching in this literature for the understandings of power implicit or explicit in the theory. I will suggest that the literature neglects the question of power from below, and suggest some directions for inquiry into the admittedly infrequent occasions when power is exercised from below.

The second and third parts of the course are historical and empirical. We will look at the history of social protest movements in the United States, from the mobs of the revolutionary war era, and including the abolitionists, the populists, the labor movement, civil rights, and the LBGT movements.

Finally, we will (as best we can given that the literature on recent events is somewhat sparse) look at contemporary movements, including the global justice, environmental, and Occupy movements, as well as anti-austerity protests, and try to glean insights into the conditions that give rise to these movements, and the factors that account for responses to them.
methods, paying special attention to theory building, methodological reliability and validity, ethics in the field, and the degree to which evidence from qualitative research can be presented convincingly. The course will also focus on the related problems inherent in “writing up” one’s work (i.e., How does one turn all this information into coherent theory?) and in writing proposals (i.e., How does one turn a data gathering exercise that will be done in the future into a proposal that will get committee approval or funding today?).

Students are expected to complete structured exercises in qualitative research, and write them up. We will also do close reads of published texts employing qualitative methodologies, using them as methodological case studies. This course, then, is part seminar (where students share with the professor responsibility for presenting and responding to the material), and part practicum in data collection (where students are expected to discuss their ongoing research during class time).

Professor Bryan S. Turner   btturner@gc.cuny.edu
Soc. 83000 – Comparative Sociology of Religion {20358}
Tuesdays, 11:45 – 1:45 pm, Room TBA, 3 credits

The course attempts to do four things. The first is to provide you with a critical overview of the development of the sociology of religion and to explore key authors and works. This aspect of the course considers how ‘religion’ and the ‘sacred’ raise intellectual issues that are generic to sociology (explanation, understanding, interpretation, rational action, body, practice and so forth). What are ‘world religions’ in comparative sociological perspective? The second is to consider the current debate about secularization and post-secularism, and its antecedents in such notions as civil religion, religious nationalism, and public religions. We then look at some relatively new developments: mega-churches, spirituality, charismatic movements, millenarianism, and apocolypse. Is the idea of modern catastrophe a religious notion? The course looks at religion and the body in secular societies asking can religion have a role in post-human society? Thirdly the course looks at a range of problems concerning state-religion relations in multicultural, multi-faith, culturally hybrid societies. Some specific issues include: Shari’a and legal pluralism, polygamy, dress codes (veiling), circumcision, gender equality and same-sex marriage. Finally, the course attempts to consider these developments from the perspectives of globalization, and comparative and historical sociology.

Reference Only


**Reading List**


This course will analyze some of the dominant theories used by contemporary social scientists to describe domination/subjugation. There is no universal theory of oppression. After all, there is no single type of oppression and for each type of possible form of subjugation, there can be unlimited ways to theoretically investigate them. In this class, we will focus on various theoretical approaches used to analyze forms of oppression present in the United States: racial subjugation; homophobia; gender domination and economic/class subjugation. Some of the works we will read include: James Scott's Domination and the Arts of Resistance; Ann Curd's Analyzing Oppression; Judith Butler's, the Psychic life of Power: Theories in Subjection; Kelly Oliver, The Colonization of Psychic Space: A Psychoanalytic Social Theory of Oppression; Jim Sadanius and Felicia Pratto, Social Dominance: An Intergroup Theory of Social Hierarchy and Oppression; Ron Eyerman, Cultural trauma: Slavery and the Formation of African American Identity; and writings by Fanon; Joe Feagin; Sandra Lee Bartky, Marx and Gramsci.

**Prof. Jock Young  jyoung@jjay.cuny.edu**

Soc. 85000 - THE VIOLENCE OF LIFE  {20682}

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:

**Professor Sharon Zukin  Zukin@brooklyn.cuny.edu**

Soc. 81100 – Research seminar: Urban space and culture  {20351}

This research course focuses on the importance of space as both a structuring medium and a social construction. Joining sociology and geography to urban political economy, we will analyze the social production of urban spaces as landscapes of power, embodiments of group
identification, and sources for imagining, or re-imagining, of cultural communities. Several weeks of common readings will flesh out such models as rent-gap theory, the Growth Machine, social class interests in spatial restructuring, market and state roles in urban redevelopment, the Williamsburg paradigm of gentrification, various kinds of neighborhood effects, and social and ethnic divisions of labor. Working in teams, we will then develop and carry out small research projects on specific spaces, e.g. individual buildings, streets, and districts. The capstone of the course will be the teams’ Powerpoint presentations of their work and individual, twenty-page research papers. This course satisfies the methods requirement in the sociology program. Maximum enrollment 12 students. Cross-listed with Earth and Environmental Sciences.