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See Also: DCP 70100, Introduction to Demography.

Katz Rothman: Soc. 86800
Writing for Publication

Kornblum: Soc. 85600
Urban Community Studies: The City as Social Laboratory

Vesselino: Soc. 71500
Sociological Statistic I
The goal of this course is a sophisticated understanding of the application of some of the advanced techniques of multivariate analysis. We will not concern ourselves very much with the statistical theory behind the techniques; rather, our concern will be with their implementation in real-world research—the situations where they are appropriate, the decisions that go into using them, pitfalls in their application, and the interpretation of the results they produce. The examples will be drawn throughout from contemporary research in the study of race, ethnicity, and immigration.

This course examines the social and cultural impact of technology and technological change in contemporary society. Aspects of the technological sensorium include: techno-science, that is the degree to which scientific discovery has become dependent on machines; technology and labor; technology and everyday life, especially television, home computers and the proliferation of cell phones, I pads and other communications devises. We begin with the theories of technology and techno-science. Among the texts we will read Heidegger’”’ Question Concerning Technology”, Benjamin’”Work of Art in the Age of Mechanical Reproduction”, Marcuse’s “Some Social Implications of Modern Technology”, Feenberg Questioning Technology Jonas’ The Imperative of Responsibility. Stiegler Technics and Time, Kittler Grammaphone, Film, Typewriter, Aronowitz and DiFazio The Jobless Future and selections from Marx Grundrisse. Then more recent writing on communications technology by Jodi Dean, Jack Bratich and others.

American society exhibits great inequality in income and wealth, in education, in health and consumption. Furthermore, inequality on several of these dimensions has been increasing or polarizing in recent decades. When inequalities in life chances follow the boundaries of social groups – classes, racial or ethnic groups, genders, or age cohorts – we envision society as a hierarchy of groups, and call this pattern “social stratification.” Sociologists ask why stratification exists, how it changes over time, and whether inequality is unavoidable or is a matter of political policy and popular will. We also debate normative issues about whether or when social inequality is just and productive, and when unjust and undesirable. This seminar provides an overview of the sociology of stratification and inequality. The principal focus of the course is theoretical, discussing the conceptual basis of our understandings of stratification. Many of the core concepts of sociology are intended to describe or explain social inequality: social class and SES; upward and downward social mobility; discrimination in labor markets and firms; “winner take all” and “big fish in small pond” concepts; ideas of social exclusion & notions of an underclass; theories of prejudice, discrimination, and group conflict; ideas of the intersectionality of race, class and gender. Debates rage around many of these ideas, and in large part the course will provide an introduction to these controversies. A second theme of the course is methodological: for example, how do we measure discrimination and prejudice?

We will review current methods including audit and correspondence studies, simulations and experiments. Students will take part in a collective class project to look at discrimination in job hiring, using a correspondence approach.

Prof. Deborah Balk  
Soc. 81900 - Spatial Demography (Special Topics in Demography {18870} 
Thursdays 4:15 – 6:15. room TBA, 3 credits
This course provides an overview of spatial themes and techniques in demography. Examples will be drawn from many substantive areas (e.g., mortality, fertility, urbanization, migration, poverty). Students will learn about spatial construction of place, basic mapping skills and spatial data creation as well as statistical methods to explore and model spatially-referenced data to answer demographic questions. In the most advanced topics, students examine the special difficulties that spatial data may create for standard regression approaches, and learn models and approaches for undertaking multivariate regression analysis in the presence of spatial heterogeneity and/or spatial dependence. Emphasis in the course is evenly split between learning how to make maps and spatial analysis. Pre-requisite: DCP 701 and introductory statistics including multiple linear regression, or permission of instructor.

Professor Juan Battle  jbattle@gc.cuny.edu  
Soc. 82100 – Homosexuality \(\{18875\}\)  
Mondays, 4:15 – 6:15 pm, Room TBA, 3 credits

Missing! Marginal! Misrepresented! In delineating the experiences of gay men, lesbians, bisexuals, and transgender people, this course draws on various bodies of scholarship – historical, social scientific, and literary – to reveal the multiple and intersecting social forces that have shaped their place, or lack thereof, in U.S. society. Notably, this course also pays attention to how gays, lesbians, and bisexuals themselves have resisted and questioned dominant notions of place, based on the racial and sexual hierarchy.  
Because students will be exposed to (and contribute from) a wide variety of perspectives on the subject, this course is appropriate for students in the traditional social sciences (e.g. sociology, anthropology, psychology, urban education, and history) as well as more contemporary ones (e.g. women’s studies, race studies, American studies, cultural studies, lesbian and gay studies).

Prof. Hester Eisenstein  hester1@prodigy.net  
Soc. 73200 - Sociology of Gender \(\{18876\}\)  
Tuesdays, 2-4pm, Room TBA, 3Credits

This course is an introduction to the sociology of gender, and can be used by students to prepare for an orals field in gender. Topics to be covered will include some of the following: gender and imperialism; globalization and women’s labor; race, class and the critique of intersectionality; feminist/womanist theory; the body, sexuality and heteronormativity; families and housework; incarceration and gender; capitalism, consumerism, and the uses of gender identity; reproductive rights and population control; violence and rape culture; migration; public life, neoliberalism and welfare; Islam, Christianity and the state; and colonialism and indigenous identities. Guest lecturers from Sociology and other GC programs will be invited to join us during the semester.

Prof. Cynthia Epstein  cepstein@gc.cuny.edu  
Soc. 80000 - Sociology of Culture \(\{18865\}\)  
Wednesday 4:15-6:15pm, Room TBA, 3 credits

Cultural practices and processes, symbolic and classificatory systems, repertoires of action, webs of significance and cultural structures are topics comprising the “cultural turn” in sociology. In this course we shall read the work of scholars who have conceptualized issues dominant in Cultural Sociology today such as boundaries, classification and categories, focusing on gender, ethnicity, sexualities, race and nation, as well as “typical” Sociology of Culture topics such as fashion, food, music and art.

We shall read key figures writing on cultural repertoires, frameworks, and production such as DiMaggio and Crane on the institutionalization of cultural categories, Bourdieu on cultural capital, Brubaker and Barth on groups and ethnicities, Geertz on thick description and webs of significance, Zerubavel on cognitive sociology, Alexander on the “strong program” in Cultural analysis, Douglas and (Alexander) on the sacred and profane, Lamont (and Epstein) on symbolic boundaries, Swidler on Love, Friedland on religious ideology and kinship, and Kunda on corporate cultures.

As a final requirement students will be asked to write a paper on a subject of their own research interest using the concepts explored in the class.
An introduction to computer mapping (Geographic Information Systems), using the software Mapinfo. We will learn the techniques of computer mapping using the new 2010 census data to analyze the latest developments in New York and Los Angeles, both the cities and regions. We will also analyze 2000, 1990, 1980 and 1970 census data for New York and Los Angeles. We will map such topics as the distribution of income, occupations, racial and ethnic groups, and foreign-born. We will also map crime at the level of the police precinct, political data including mayoral and congressional elections, and city and county boundaries. We will discuss such key topics as the decline of the classic “ghetto” and the Latinization of inner city neighborhoods, the movement of ethnic groups to the suburbs, gentrification, the 2007- financial crisis including the housing bubble, the ecology and “green” movement, and attempts to reform the school systems.
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. James Jasper  jjasper@gc.cuny.edu
Soc. 84600 - Introduction to Social Movements {18874}
Tuesdays, 4:15 – 6:15pm, Room TBA, 3 Credits

This course has two purposes. First, to introduce students to the main currents in research and theory on social movements and protest, second, to focus on micro-level processes within them, such as meaning making, emotions, and decision making. We will especially highlight decisions as one way that these micro-foundations come together to shape actions and outcomes, in an emerging strategic and cultural approach.

Students will lead class discussions. Written assignments include three memos and a Wikipedia essay.

After completing this course, students should be able to teach courses on social movements at the undergraduate level and should be able to identify researchable questions at the cutting edge of the field.

Prof. Barbara Katz Rothman  bkatzrothman@gc.cuny.edu
Soc. 85600 - Writing for Publication {18883}
Thursdays 2 - 4pm, room TBA, 3 credits

This course will have two components: one is a scholarly sociological study of publishing itself: an examination of the worlds and institutions of knowledge-production and dissemination. We will consider book publishing, following and more recent changes in the world of book publishing. Similarly, we will explore the contemporary issues in journal publication, including issues of copyright and new technologies, current debates and concerns about journal costs and distribution, and ongoing discussions of ethical concerns in academic publishing in an increasingly commercialized world.

The second component is more pragmatic, in which students take their own work thru the appropriate and necessary steps for publication in a variety of media. Topics we will cover include how to do book reviews, how to prepare a paper for presentation and then for publication, how to participate in anthology writing, how to prepare a book proposal, and how to construct a book out of a dissertation. Each student will (at minimum) and with the support of the instructor and class, write and publish two book reviews; submit papers to three academic meetings; prepare one journal article for submission; prepare and submit one article to a non-academic publication such as an op-ed article; and prepare a (draft) book proposal based on dissertation work.

Registration will be in the fall semester; with the clear and absolute understanding that students are committing to meeting every other week for the entire academic year. Because of the exigencies of publication timetables and the work involved, a single semester is not adequate.

Course is limited to 12 students, with permission of the instructor.

Prof. William Kornblum  wkornblum@gc.cuny.edu
Soc. 85600 - Urban Community Studies: The City as Social Laboratory {18877}
Thursdays 2 - 4pm, room TBA, 3 credits

This course will explore a number of themes in urban sociology, as represented by readings that include the essays in Sennett (ed.) Classic Essays in the Culture of Cities, and work by Wilson, Benjamin, Duneier, Zukin, Kornblum, Goffman, Lefebvre, Harvey, and others. Class discussion based on the readings, and my involvements in research on the area, will help us develop a set of empirical questions to explore in Manhattan’s Midtown during the semester. Emphasis will be on using themes in social theory to generate actual research in the field.
This course provides an overview of spatial themes and techniques in demography. Examples will be drawn from many substantive areas (e.g., mortality, fertility, urbanization, migration, poverty). Students will learn about spatial construction of place, basic mapping skills and spatial data creation as well as statistical methods to explore and model spatially-referenced data to answer demographic questions. In the most advanced topics, students examine the special difficulties that spatial data may create for standard regression approaches, and learn models and approaches for undertaking multivariate regression analysis in the presence of spatial heterogeneity and/or spatial dependence. Emphasis in the course is evenly split between learning how to make maps and spatial analysis.

Pre-requisite: DCP 701 and introductory statistics including multiple linear regression, or permission of instructor.

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This will literally be a workshop. We will begin with capsule descriptions of everyone's dissertation topic, and collectively brainstorm about how to develop a proposal: the relevant intellectual traditions, existing bodies of empirical work that bear on the topic, and methodological approaches to further research. I expect participants to develop three iterations of the proposal: the initial capsule description, a sketch proposal midway through the semester, and a rough but complete draft by the end of the semester.

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Students will analyze the central themes and paradigms in the field of Latino/a Studies, while examining the diverse historical, social, and political experiences of Latino populations in the U.S. We will situate Latina/o Studies within a genealogy and intellectual tradition of critical race theory and comparative ethnic studies, while analyzing seminal scholarly works in the humanities and social sciences with a particular engagement with social theory in Sociology and Anthropology. Through a thematic focus, students will examine the broader theoretical frameworks that inform Latino Studies and Latino ethnography. The course may serve as an intellectual roadmap for students doing graduate work in various disciplines in the social sciences and humanities, and who are interested in pursuing research topics in Latina/o, Latin American, and Caribbean Studies.

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Who occupies our homes and how does it happen? Many people are wondering this right now as far flung investors lay claim to the homes of delinquent mortgage holders. People in communities affected by immigration and other demographic shifts wonder it as well. The changes in the global political economy are posing new challenges to past decades’ approaches to the provision of housing through non-profit development, state ownership and traditional rental housing and homeownership. This course will examine many different angles on the question raised in the title, and the implications at various scales of the answers. We will juxtapose readings on the personal, political economic and cultural meanings of having a home, and especially of homeownership, and of losing a home. We will explore how housing and homes provide a place on the ground where the global economy, the housing industry, and local interests meet. Homes are also components of neighborhoods, towns, cities and their landscapes and ecologies. They connect local communities to the global flow of immigration and the fall out of the conditions of labor and the
foreclosure/financial crises. The course will end with a consideration of alternative ways that housing can be made better homes that contribute to better and more equally enjoyed homes, communities, political economies and culture. This section will address forms of ownership and financial investment, governance of housing, changes or instabilities in cultural constructions of home, and architectural/production innovations.

The class will consist of seminar discussions of the reading, visiting lectures from illustrious faculty members and housing professional at CUNY and in the region, and student presentations of their seminar paper.

**Professor Pamela Stone**  
*pstone@hunter.cuny.edu*

**Soc. 81100 – MULTIPLE METHODS WORKSHOP {18868}**  
**Mondays, 4:15 – 6:15 pm, Room TBA, 3 credits**

In method, as in many other respects, Sociology is pluralistic—not identified, as many disciplines are, with a particular methodological approach. Given the diversity of methods at our disposal, the challenge for empirical sociologists is to fit method to question. This course addresses that challenge through a consideration of the relative strengths and weaknesses of a variety of research designs and data collection techniques. After a review of the fundamentals of research design, the course will focus on a comparative analysis of different methods including quantitative (such as survey research and emerging experimental techniques) and qualitative (such as life-history interviews and ethnography) as well as mixed-methods approaches, drawing on readings, guest speakers, and students’ own projects. The course is designed to be a workshop and while there will be some attention paid to newly-emerging techniques, the particular methodologies to be covered will be developed with an eye to students’ interests.

**Prof. John Torpey**  
*jtorpey@gc.cuny.edu*

**Soc. 70000 - Proseminar {18863}**  
**Mondays, 2-4pm, Room TBA, 3Credits**

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, the process of approval for research on human subjects, 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.

**Prof. Bryan Turner**  
*btturner@gc.cuny.edu*

**Soc. 84600 - Citizenship and Human Rights {18873}**  
**Tuesdays, 11:45 – 1:45pm, Room TBA, 3 Credits**

The course is divided in two sections, staring with citizenship and its recent critics, and then moving on to human rights and its critics. We finish with some consideration as to whether these two different forms of rights could be combined. Citizenship as a principle of inclusion is criticised because it cannot cope adequately with globalization (including migration, refugees, asylum seekers and so forth). Some sociologists believe we can modify citizenship to develop flexible citizenship or semi-citizenship or post-national citizenship. Human rights are seen to be more relevant to a global world but critics note that they are enforced by states, and require the resources made available by states. The course looks at the apparent decline of welfare states and citizenship with neo-liberal economics and neo-conservative politics. We also examine differences between the American tradition of civil liberties and European welfare states. Other topics include aboriginal or first nation rights, migration and citizenship, ageing and health rights. We look at different forms of citizenship in Latin America, Asia and the Middle East. The course concludes by considering the contemporary limitations of both citizenship and human rights traditions with respect to authoritarianism, genocide, and new wars.

**Seminars**
1. Differences between citizenship and human rights (Edmund Burke and Hannah Arendt)
2. T.H.Marshall’s theory of citizenship
3. Criticisms of Marshall – Michael Mann
4. New theories of citizenship – flexible, semi, postnational
5. Citizenship in the USA – the Katrina hurricane . Margaret Summers
6. Citizenship in the USA – migration debates
7. The end of social rights and the economic crisis
8. The origins of human rights – Samuel Moyn
9. Are we less violent? Stephen Pinker and our better angels.
10. ‘Urgent rights’ and human crises – genocide, aboriginal rights and land claims
11. Human rights wars – the Bush years
12. Globalization and human vulnerability
13. Environmentalism and animal rights
14. Conclusion – is there a sociology of rights?

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

Rainer Baubock (1994) Transnational Citizenship
Engin Isin and Bryan Turner (eds)(2002) Handbook of Citizenship Studies
Geoffrey Robertson (1999) Crimes against Humanity
Margaret Somers (2010) Genealogies of Citizenship

Prof. Jock Young  jockyoung100@gmail.com
Soc. 85000 – The Sociology of Crime & Deviance {18882}
Tuesdays, 6:30 – 8:30pm, Room TBA, 3Credits
This course traces the evolution of critical thinking on the subject of crime and deviance from its origins in the 19th Century explorations of the city by Booth, Mayhew and Engels through to the emergence of the Chicago School in the early twentieth century, to the immensely creative period in American new deviancy theory of the late fifties and sixties with Becker, Goffman, Erikson, Cicourel and many others. It examines the radical work of early Merton with the strong influences of Durkeim and Marx and its metamorphosis into the subcultural theory of Albert Cohen and Dick Cloward and the phenomenological tradition of Berger and Luckman which formed the basis of the labelling school. From this it makes the transatlantic crossing to the English work around the new criminology and the Centre for Contemporary Cultural Studies to arrive at the recent flourishing of cultural criminology. Throughout it places theory in its political and social context and the theorists in the world they lived in and the dilemmas they faced.

It charts the development of a positivist orthodoxy following the predictions of C. Wright Mill in The Sociological Imagination and critically examines the attempts of positivism to develop a science of crime and deviancy and the repeated failures of explanation and understanding that this engenders.

Areas of theory which will be covered will include Constructionism, Subcultural Theory, the work of Foucault, Feminism, Marxism and Postmodernism.

Its aim is to integrate theory into the research concerns of students and to avoid an abstract discussion of theory by addressing current social problems and concerns (e.g. the debate over the legalization of drugs, the causes and impact of mass incarceration, the explanation of the rise of crime in the latter part of the twentieth century and the drop today). If students are interested in particular social problems or areas of deviance every effort will be made to integrate these in the seminar program.

This course is part of the new concentration on Crime, Law and Deviance.