

CONTEMPORARY SOCIOLOGICAL THEORY
(Fall 2006, 9/7/06 edition)

Contemporary Sociological Theory
Sociology 218 T Th 2:30-3:45; L413

T. Morrione L. 315, ext. 3152
Office Hours: TTh 9:30-10:30; W 12:30-1:30

E-mail addresses as of 8/15/06: Please paste this list into your computer's address book.

acadams, dhadams, leanning, smbenjam, lbbisbee, rmbonenf, aacarey, amcheit, secother, eecox, ahdesher, eadoran, dafeole, mcgouzie, arking, ekreuter, clemmons, mliander, aemakowi, jwmccorm, cmillian, smohamed, mdphilli, hwpowell, asussman, rmwhelan, jdwhite, rgwohl, tjmorrio

"Contemporary Sociological Theory" presents a survey of major perspectives in the field and addresses recent developments in American and European social thought. Themes emerging in it range from those found in macro-economic theories of globalization to psychologically grounded theories of rational choice, identity formation, and change. Among topics covered this semester are: critical and analytic conflict theory, interactional perspectives including ethnomethodology, phenomenology and symbolic interactionism, modern variants of macro-structuralist and post-structuralist positions, and a sample of feminist theoretical perspectives.

To treat critically a particular set of readings or a book we'll divide the class into small groups with assignments for presenting material. Having informative and exciting discussions depends upon your reading with a critical eye. You should work through ideas ahead of time to be ready to ask intelligent questions and to offer relevant insights. Individual assignments throughout the term will provide opportunities for you to build your comprehension and enable you to practice presenting your ideas concisely.

Please note (above) the list of e-mail addresses of everyone in the class. Please also establish outside-the-class groups to discuss readings and to work on presentations before you come to class. In addition to doing readings assigned for each class, I expect you to become familiar with library / Web source materials for bios and analyses of major perspectives. Please note below the reference librarian tutorial requirement for the course.

Academic dishonesty: Department policy reflects principles stated in the student handbook on the subject. Please read the handbook. Make sure you are clear about the variety of issues involved in doing proper research and writing; for example, following the handbook's guidelines, the use of *any* material written (or otherwise presented) for another course in an assignment for *this* course, without permission, is academically dishonest. Any instance of academic dishonesty will result in a **failing grade for the course**. Talk to any faculty member or to me if you have questions about what academic dishonesty involves.

Attendance: While I do not call the roll in each class, I keep track of missed classes. It is usually obvious when a student is absent. Students who miss a class for a reason other than a legitimate medical condition are in jeopardy of receiving a lower grade, *at my discretion*. More than two unexcused absences may result in failing the course. Missing a class for athletic practice or travel related to an athletic event are *not* legitimate reasons. I do not have a policy of allowing one "free" cut.

Requirements:

1. 15% **two 3-page papers**. These papers should be geared, as much as possible, to supporting your role in class participation, as well as to raising issues about course readings. *These papers may not be rewritten or made up after the due dates*. A grade of 50 will be averaged in for each paper not handed in, in class, on the due date. They are "formal" pieces and should be written with care; grammar, spelling, and format count. (Follow ASA/AJS style format for all writing in this class. See end of this syllabus.) These papers should provide you with practice for your final paper. While one may be a detailed exegesis of a particular theorist's work, neither should be a mere summary of readings.

2. 20% an essay examination covering roughly the first half of the course, October 24^h.

3. 20% A final examination, 1 or 2 essay questions, covering the second half of the course.
4. 25% **An 8-10-page paper.** The paper's grade will be **dropped one full grade** for each day it is late, including not handing it in by **Noon on Monday, December 11th**. Referencing and written format should conform to the AJS guidelines. The quality, detail, and strength of analysis of the subject, as well as the rigor embodied in the brief **literature review section** of this paper are important. Every sentence, paragraph, and section in it should have a specific purpose related to the objective of your research and analysis. Your research topic/hypothesis should be stated clearly in the introductory paragraph and should be followed by a brief summary review of the literature illustrating that you have clearly attempted to determine where, when, and how others have addressed the topic. (I realize that you cannot do a complete literature review on the subject in the time available to you this term.) The body of the paper should present your main themes and their implications, discuss supporting evidence drawn from your literature review and other sources, and state your argument concisely. You might consider listing your main themes at the outset of the discussion. Your conclusion should summarize the argument/findings. (I'll discuss paper writing in class.)

Paper drafts policy: I assume you'll write drafts of your paper. PLEASE have your classmates read them to offer helpful suggestions. I'll be pleased to read a draft of your paper and provide comments on it. However, to encourage you to put as much effort into it as you can, I'll read the draft and grade it. The draft grade will count 60% of the final grade on the paper. Please get the draft to me to read at least 5 days before the paper is due.

5. 20% **individual assignments (probably four over the term) for each of you.** Some of these may be done as small groups or teams. Most of these will involve reading and abstracting articles and/or chapters for the purpose of leading or facilitating a discussion in class. When such an assignment is given it is expected that those to whom the assignment is given **will e-mail all members of the class** a very brief outline of the article that includes the following: a one or two paragraph summary of the reading that includes a list of two or three major points (and supporting quotations) as well as two or three discussion questions that relate to the reading. Each student in class is required to bring a hard copy of this abstract to class. I'll keep a folder of them as well. These assignments will be given in class, usually (but not always) on Thursday for a Tuesday class. **These assignments are very important.** If you have not gotten the e-mail to your classmates in time you will have failed to complete the assignment satisfactorily and class will likely suffer. If the assignment is given on a Thursday you must send you e-mail out to everyone in class (and me!) **NOT LATER THAN MIDNIGHT SUNDAY!!** After that time your grade on the assignment will be lowered a full grade.

*Please note that, if it is scheduled in the fall, your **attendance is required** at the Kingsley Birge Sociology Lecture.*

6. Reference Librarian tutorial. Anyone who has not been instructed by a College librarian in the use of reference materials, in searching for information, and in using data bases related specifically to sociology is required to sign up for a session on these subjects. I'll pass around a sign up sheet and will set up one, or possibly two evening 1 to 1-and-a-half hour sessions for you. *This is a requirement for the course.* Those of you who have already had such a session may wish to attend a refresher session as well. Please sign up if that is the case.

Books to Purchase:

1. Peter Berger and Thomas Luckmann, The Social Construction of Reality. Anchor, 1967.
2. William Domhoff, Who Rules America? Mayfield, 3rd Edition. 1998.
3. Kivisto, Peter. Social Theory: Roots and Branches, Readings. Roxbury. 2000.
4. Mills, C.W. The Sociological Imagination. Any edition.
5. Ruth Wallace and Alison Wolf, Contemporary Sociological Theory. Sixth Edition, Prentice-Hall, Inc., 1999.

Class meetings and assignments:

Additional readings are noted below. **Others will be announced in class and/or placed on reserve.** I encourage you to read the NYT daily for articles that reflect themes in our readings.

Note: Some of the readings included in the syllabus are “suggested readings” and are of lesser immediate significance than others. I will note these in class. Some of the J-STOR articles may be assigned as “individual assignments” to be abstracted and presented to the class. Individual assignments are *not* in lieu of the main assignment due for that date.

Like many Colby courses this one requires a good deal of critical reading. You will have to skim sections of articles and books and read other parts closely to get the material focused and to determine main themes. Getting you to be able to do that confidently is a goal of this course. You can better do this if you read actively and discuss readings with your peers as you do them. I'm not kidding. To do well in this course you should take written reading notes. Your “individual” assignments prompt you to do this. If you are not doing as well as you think you might in this course please come to see me. Be advised, though, that the first thing I'll ask to see is your written reading and class notes. I don't consider writing notes in the margins of books and articles to be “written reading notes.”

CLASS SCHEDULE AND TOPICS

(Topics/dates may vary depending on class interests and pace of coverage.)

September 7th, Thursday:

Introduction followed by an overview: from positivistic organicism to ethnomethodology and postmodernism. What is “theory?” What criteria might we use to evaluate the “adequacy” of theoretical perspectives? What is an “appropriate” relationship between theory and research? What is sociology? (*Individual assignments given today (see below for the three articles) are due a week from today; e-mail the entire class your summary and key quotes by midnight this Sunday.*)

September 12th, Tuesday and September 14th, Thursday [individual assignments for Tuesday's class to be e-mailed to everyone not later than Sunday midnight.]

C.W. Mills's Sociological Imagination. Discussion of major issues in C.W. Mill's book, chapter by chapter as assigned in class.

--Read Also Kivisto #34, C.W. Mills, “Culture and Politics.”

For Individual assignment due Thursday the 14th:

Robert K. Merton. Sociological Theory. *The American Journal of Sociology*, Vol. 50, No. 6. (May, 1945), pp. 462-473. Stable URL: <http://links.jstor.org/sici?sici=0002-9602%28194505%2950%3A6%3C462%3AST%3E2.0.CO%3B2-Ps>

C. Wright Mills. *American Sociological Review*, Vol. 5, No. 6. (Dec., 1940), pp. 904-913. Stable URL: <http://links.jstor.org/sici?sici=0003-1224%28194012%295%3A6%3C904%3ASAAVOM%3E2.0.CO%3B2-%23>

The Structure of Power in American Society. C. Wright Mills. *The British Journal of Sociology*, Vol. 9, No. 1. (Mar., 1958), pp. 29-41.

Stable URL: <http://links.jstor.org/sici?sici=0007-1315%28195803%299%3A1%3C29%3ATSOPIA%3E2.0.CO%3B2-Q>

*(Individual assignments, in groups for Tuesday, are given out today. See below for the groups' reading(s); they are all in Kivisto.) Remember, **everyone** must do **all** the readings; but only those in groups are responsible for the summary, quotes, and e-mail by Sunday at midnight.*

September 19th Tuesday

One theme today: “Looking Backward,” “Back to the Future,” and “On the Shoulders of Giants”: This class provides a whirlwind tour of some major classical theorists to see what enduring themes might be gleaned from their views. Individual assignments will include, as much as possible, pairing of students who have had classical theory with those who have not. The texts are all excerpts found in the Kivisto reader. The team assigned to each of the 5 theorists should e-mail everyone in class: 1. A two or three -paragraph summary of the reading that includes 2 or three main points of the piece; 2. Three key quotes from the piece (with pages noted); and two carefully crafted discussion questions that extend the article's relevance into contemporary times. Of course, all of us would appreciate any added commentary, web sources, and references. This is an assignment that requires you to read and mull over ideas before writing up what you think are “key points.” Be prepared to defend your choices.

- Group #1: Kivisto #1; Marx on Alienated Labor, pp. 6-13; Kivisto; Marx's Manifesto, pp. 16-23
 Group #2: Kivisto #7; Durkheim on Social Facts, pp. 43-48; on Religion, pp. 60-67.
 Group #3: Kivisto #15; Weber on Class, Status, and Party, pp. 95-100
 And Kivisto # 13; Weber on Bureaucracy, pp. 82-87.
 Group #4: Kivisto #19; Simmel on "The Stranger," 119-122 (add web commentary / comments)
 Group #5: Kivisto #22; William James, "What Pragmatism Means", pp. 132-137 (add web commentary)
 Group #6: Kivisto #26; W.E.B. Du Bois, "The Conservation of Races." [Get an e-mailable bibliography on Du Bois. I suggest talking with Professor Gilkes who has written about him.]

Sept. 21st Thursday: On Tuesday the 26th: Hand in a 3-page paper that pinpoints what you see as a reasonable definition of the subject matter and methodology of sociology as found in C.W. Mills's book.

1. Discussion of Wallace and Wolf's example of "Theory and Understanding: The Examples of Formal Education and the Role of Women in Contemporary Society." Read Wallace and Wolf, Chapter 1, Pp. 1-15.
2. Read "Functionalism: Introduction and Intellectual Roots"
 Chapter 2 of Wallace and Wolf: Parts I, II and III
 Talcott Parsons: Grand Theory (Recall the discussion by Mills.)
 Merton: Mid-Range Theory; Neofunctionalism (Alexander, Smelser, Luhmann)
3. Read: "#30 in Kivisto: Merton. " The Unanticipated Consequences of Social Action."
4. Read: "#31 in Kivisto: Parsons: "The Functional Prerequisites of Social Systems"
5. Read: "#33 in Kivisto: Alexander: "After Neofunctionalism"

Suggested:

The Bearing of Empirical Research upon the Development of Social Theory. Robert K. Merton. American Sociological Review, Vol. 13, No. 5. (Oct., 1948), pp. 505-515. Stable URL: <http://links.jstor.org/sici?sici=0003-1224%28194810%2913%3A5%3C505%3ATBOERU%3E2.0.CO%3B2-F>

Social Structure and Anomie Robert K. Merton. American Sociological Review, Vol. 3, No. 5. (Oct., 1938), pp. 672-682. Stable URL: <http://links.jstor.org/sici?sici=0003-1224%28193810%293%3A5%3C672%3ASSAA%3E2.0.CO%3B2-8>

September 26th Tuesday, and Thursday 28th: [Short 3-page paper on Mills due Tuesday the 26th]

Conflict Theory: Chapter 3; Wallace and Wolf: Two Traditions: Parts I and II:

1. Part One: Conflict Theory and The Critique of Society: Marxist
 And Neo-Marxist Sociology; Critical Theory and The Frankfurt School: Jurgen Habermas; C.W. Mills, and Pierre Bourdieu
 Everyone will, of course, read the Kivisto and Wallace and Wolf readings below; but each will also be allocated as individual assignments – this means that a person (or persons) to whom a reading is *assigned* will have the task of summarizing the readings, circulating the summary via e-mail and devising two or three discussion questions per reading. You may use Wallace and Wolf to assist you in developing discussion ideas.
2. Kivisto #57: Habermas, "On Systematically Distorted Communication"
3. Kivisto #55: Marcuse, "Philosophy, and Critical Theory."
4. Kivisto #56: Horkheimer, "Traditional and Critical Theory."
5. Kivisto #58: Offe, "Divergent Rationalities of Administrative Action."
6. Wallace and Wolf, Chapter 4, Evolution and Modernity: Macro Sociological Perspectives. Habermas' Rationalization and Communicative Action, and Giddens's Structuration Theory.

Suggested:

Social Space and Symbolic Power. Pierre Bourdieu. Sociological Theory, Vol. 7, No. 1. (Spring, 1989), pp. 14-25. Stable URL: <http://links.jstor.org/sici?sici=0735-2751%28198921%297%3A1%3C14%3ASSASP%3E2.0.CO%3B2-T>

What Did You Do Today? Children's Use of Time, Family Composition, and the Acquisition of Social Capital. Suzanne M. Bianchi; John Robinson. *Journal of Marriage and the Family*, Vol. 59, No. 2. (May, 1997), pp. 332-344.

Stable URL: <http://links.jstor.org/sici?sici=0022-2445%28199705%2959%3A2%3C332%3AWDYDTC%3E2.0.CO%3B2-5>

Social Capital in the Creation of Human Capital. James S. Coleman. *The American Journal of Sociology*, Vol. 94, Supplement: Organizations and Institutions: Sociological and Economic Approaches to the Analysis of Social Structure. (1988), pp. 95-120.

Stable URL: <http://links.jstor.org/sici?sici=0002-9602%281988%2994%3C595%3ASCITCO%3E2.0.CO%3B2-P>

Habermas Talking: An Interview. Boris Frankel; Habermas

Theory and Society, Vol. 1, No. 1. (Spring, 1974), pp. 37-58. Stable

URL: <http://links.jstor.org/sici?sici=03042421%28197421%291%3A1%3C37%3AHTAI%3E2.0.CO%3B2-4>

October 3rd, Tuesday: Continuation of Conflict Theory [Ind. Assignments for Tuesday the 10th.]

1. Part II of Conflict Theory (Wallace and Wolf Pp. 118-153): Weber's Legacy in the work of R. Dahrendorf, L. Coser, and R. Collins.
 - a. Kivisto: #34: Lewis Coser, "The Functions of Social Conflict."
 - b. Kivisto: #36: Ralf Dahrendorf, "Conflict Groups and Group Conflict."
 - c. Kivisto: #37: Randall Collins, "The Basics of Conflict Theory."
2. Steven Spitzer, "Marxist Perspectives in the Sociology of Law. *Annual Review of Sociology*, Vol. 9. (1983), pp. 103-124. Stable URL: <http://links.jstor.org/sici?sici=0360-0572%281983%299%3C103%3AMPITSO%3E2.0.CO%3B2-W>
3. Social Conflict and the Theory of Social Change. Lewis A. Coser. *The British Journal of Sociology*, Vol. 8, No. 3. (Sep., 1957), pp. 197-207. Stable URL: <http://links.jstor.org/sici?sici=0007-1315%28195709%298%3A3%3C197%3ASCATTO%3E2.0.CO%3B2-H>

October 5th, Thursday and October 10th, Tuesday [Ind. assignments for Tuesday the 10th.]

Theories of Rational Choice

1. Theories of Rational Choice: Wallace and Wolf, Chapter 7, Parts 1,2, and 3 (Homans, Blau, and Coleman)
2. Kivisto #46: George Homans, "Social Behavior as Exchange"
3. Kivisto #48: James S. Coleman, "Human Capital, and Social Capital." (See also the JSTOR article below by Coleman, 1993)
4. Kivisto #49: Michael Hechter, "The Emergence of Cooperative Institutions."
5. Kivisto #50: Peter Blau, "Formulation of Exchange Theory."
6. Kivisto #47: Richard Emerson, "Power-Dependence Relations."

Suggested:

Bringing Men Back In. George C. Homans. *American Sociological Review*, Vol. 29, No. 6. (Dec., 1964), pp. 809-818.

Stable URL: <http://links.jstor.org/sici?sici=0003-1224%28196412%2929%3A6%3C809%3ABMBI%3E2.0.CO%3B2-V>

Social Behavior as Exchange. George C. Homans. *The American Journal of Sociology*, Vol. 63, No. 6, Emile Durkheim-Georg Simmel, 1858-1958. (May, 1958), pp. 597-606.

Stable URL: <http://links.jstor.org/sici?sici=0002-9602%28195805%2963%3A6%3C597%3ASBAE%3E2.0.CO%3B2-X>

"Human Action as Rational Choice: James S. Coleman," The Rational Reconstruction of Society: 1992 Presidential Address. James S. Coleman. *American Sociological Review*, Vol. 58, No. 1. (Feb., 1993), pp. 1-15. Stable URL: <http://links.jstor.org/sici?sici=0003-1224%28199302%2958%3A1%3C1%3ATRROS1%3E2.0.CO%3B2-L>

Social Capital in the Creation of Human Capital (in Sociological Analysis of Economic Institutions). James S. Coleman. *The American Journal of Sociology*, Vol. 94, Supplement: Organizations and Institutions: Sociological and Economic Approaches to the Analysis of Social Structure. (1988), pp. S95-S120. Stable URL: <http://links.jstor.org/sici?sici=0002-9602%281988%2994%3CS95%3ASCITCO%3E2.0.CO%3B2-P>

October 12th, Thursday, [Fall Break on Tuesday] October 19th, Thursday, and October 24th, Tuesday [Individual assignments due on Tuesday the 24th.]

Phenomenology, Ethnomethodology, and Feminist Standpoint Theory:

1. Wallace and Wolf, Chapter 6, Parts 1, 2, and 3: Edmund Husserl and Alfred Schutz: The Roots of Phenomenology, Harold Garfinkel's "Ethnomethodology," Peter Berger's "social construction of reality," and Dorothy Smith's "Feminist Standpoint Theory"
2. Kivisto #42: Alfred Schutz, "Indirect Social Relationships."
3. Kivisto #43: Harvey Sacks, "Rules of Conversational Sequence."
4. Kivisto #44: Garfinkel, "Rational Properties of Scientific and Common Sense Activities."
5. Kivisto #45: Aaron Gurwitsch, "Partnership."
6. Kivisto #51: Judith Butler, "Subversive Bodily Acts."
7. Kivisto #52: Patricia Hill Collins, "Toward an Afrocentric Feminist Epistemology."
8. Kivisto #53: Dorothy Smith, "Sociology from Women's Experience: A Reaffirmation."
9. Kivisto #54: Nancy Chodorow, "Rethinking Freud on Women."

Also to be assigned for individual assignments:

Doing Difference. Candace West, Sarah Fenstermaker. *Gender and Society*, Vol. 9, No. 1. (Feb., 1995), pp. 8-37. Stable URL: <http://links.jstor.org/sici?sici=08912432%28199502%299%3A1%3C8%3ADD%3E2.0.CO%3B2-4>

Reply (Re) "Doing Difference" (in Symposium on West and Fenstermaker's "Doing Difference") Candace West, Sarah Fenstermaker. *Gender and Society*, Vol. 9, No. 4. (Aug., 1995), pp. 506-513. Stable URL: <http://links.jstor.org/sici?sici=0891-2432%28199508%299%3A4%3C506%3AR%28%22D%3E2.0.CO%3B2-I>

Doing Gender. Candace West, Don H. Zimmerman. *Gender and Society*, Vol. 1, No. 2. (Jun., 1987), pp. 125-151. Stable URL: <http://links.jstor.org/sici?sici=08912432%28198706%291%3A2%3C125%3ADG%3E2.0.CO%3B2-W>

Conditions of Successful Degradation Ceremonies. Harold Garfinkel. *The American Journal of Sociology*, Vol. 61, No. 5. (Mar., 1956), pp. 420-424. Stable URL: <http://links.jstor.org/sici?sici=0002-9602%28195603%2961%3A5%3C420%3ACOSDC%3E2.0.CO%3B2-I>

Ethnomethodology's Program. Harold Garfinkel. *Social Psychology Quarterly*, Vol. 59, No. 1. (Mar., 1996), pp. 5-21. Stable URL: <http://links.jstor.org/sici?sici=0190-2725%28199603%2959%3A1%3C5%3AEP%3E2.0.CO%3B2-W>

Sociology from Women's Experience: A Reaffirmation (in Symposium on Dorothy E. Smith). Dorothy E. Smith. *Theory*, Vol. 10, No. 1. (Spring, 1992), pp. 88-98.

Stable URL: <http://links.jstor.org/sici?sici=0735-2751%28199221%2910%3A1%3C88%3ASFWEAR%3E2.0.CO%3B2-N>

The Socialization of Youth into the American Mental Health Belief System. Dorothy L. Smith
Journal of Health and Social Behavior, Vol. 21, No. 2. (Jun., 1980), pp. 181-194.

Stable URL: <http://links.jstor.org/sici?sici=0022-1465%28198006%2921%3A2%3C181%3ATSOYIT%3E2.0.CO%3B2-2>

(cont.)

Transforming the Inner Circle: Dorothy Smith's Challenge to Sociological Theory (in Symposium on Dorothy E. Smith). Patricia Hill Collins. *Sociological Theory*, Vol. 10, No. 1. (Spring, 1992), pp. 73-80.

Stable URL: <http://links.jstor.org/sici?sici=0735-2751%28199221%2910%3A1%3C73%3ATTICDS%3E2.0.CO%3B2-2>

October 26th, Thursday

MID-TERM EXAMINATION

Individual assignments due Tuesday on: Berger and Luckmann's *The Social Construction of Reality*.

October 31st, Tuesday

Berger and Luckmann's *The Social Construction of Reality*.

November 2nd, Thursday, November 7th, Tuesday and November 9th, Thursday

Symbolic Interactionism

1. Wallace and Wolf; Chapter 5: George Herbert Mead, Herbert G. Blumer, Irving Goffman, Arlie Hochschild, [and Patricia Hill Collins]. Pp. 189-251.
2. Blumer, *Symbolic Interactionism: Perspective and Method*: Pp. 1-60 (reserve)
3. Kivisto #38: Anselm Strauss, "Membership, and History."
4. Kivisto #40: Irving Goffman, "Performances."
5. Kivisto #41: Stanford Lyman, "The Drama in the Routine: A Prolegomenon to a Praxiological Sociology."
6. Kivisto #39: Herbert Blumer, "Society as Symbolic Interaction."

Suggested:

Blumer, Herbert. Sociological Implications of the Thought of George Herbert Mead (in Commentary and Debate). *American Journal of Sociology*, Vol. 71, No. 5. (Mar., 1966), pp. 535-544.

Stable URL: <http://links.jstor.org/sici?sici=0002-9602%28196603%2971%3A5%3C535%3ASIoTTO%3E2.0.CO%3B2-V>

Gary Alan Fine, The Sad Demise, Mysterious Disappearance, and Glorious Triumph of Symbolic Interactionism, *Annual Review of Sociology*, Vol. 19. (1993), pp. 61-87.

Stable URL: <http://links.jstor.org/sici?sici=0360-0572%281993%2919%3C61%3ATSDMDA%3E2.0.CO%3B2-N>

Becker, Howard S. and Blanche Geer. The Fate of Idealism in Medical School. *American Sociological Review*, Vol. 23, No. 1. (Feb., 1958), pp. 50-56.

Stable URL: <http://links.jstor.org/sici?sici=0003-1224%28195802%2923%3A1%3C50%3ATFOIIM%3E2.0.CO%3B2-Y>

November 14th, Tuesday:

Kivisto #24: George Herbert Mead on the "I" and the "Me"

Ashforth, Blake E. and Ronald H. Humphrey. Emotional Labor in Service Roles: The Influence of Identity. *The Academy of Management Review*, Vol. 18, No. 1. (Jan., 1993), pp. 88-115.

Stable URL: <http://links.jstor.org/sici?sici=0363-7425%28199301%2918%3A1%3C88%3AELISRT%3E2.0.CO%3B2-F>

Fisher, Gene A. and Kyum Koo Chon. Durkheim and the Social Construction of Emotions. *Social Psychology Quarterly*, Vol. 52, No. 1, Special Issue: Sentiments, Affect and Emotion. (Mar., 1989), pp. 1-9.

Stable URL: <http://links.jstor.org/sici?sici=0190-2725%28198903%2952%3A1%3C1%3ADATSCO%3E2.0.CO%3B2-W>

Cahill, Spencer and Robin Eggleston . Managing Emotions in Public: The Case of Wheelchair Users. *Social Psychology Quarterly*, Vol. 57, No. 4. (Dec., 1994), pp. 300-312.

Stable URL: <http://links.jstor.org/sici?sici=0190-2725%28199412%2957%3A4%3C300%3AMEIPTC%3E2.0.CO%3B2-J>

November 16th, Thursday and November 21st, Tuesday

William Domhoff's book, *Who Rules America?*

Chapter summaries, as assigned, to be e-mailed to all on Sunday before midnight.

November 28th, Tuesday (Short paper #2 due today.)

Alternative Perspectives: Sociobiology and Postmodernism, in Wallace and Wolf, Chapters 8 and 9.

November 30th, Thursday and December 5th, Tuesday

Postmodernism and Poststructuralism

1. Kivisto #59, Jean Baudrillard, "Advertising."
2. Kivisto #60, Michael Foucault, "Panopticism."
3. Kivisto #61, Zygmunt Bauman, "Living with Ambiguity."
4. Kivisto #62, Mike Featherstone, "Modern and Postmodern."

Suggested:

Postmodern Anxiety: The Politics of Epistemology (in Symposium on Postmodernism). Steven Seidman. *Sociological Theory*, Vol. 9, No. 2. (Autumn, 1991), pp. 180-190.

Stable URL: <http://links.jstor.org/sici?sici=0735-2751%28199123%299%3A2%3C180%3APATPOE%3E2.0.CO%3B2-2>

Postmodern Social Theory: Representational Practices (in Symposium on Postmodernism). Laurel Richardson. *Sociological Theory*, Vol. 9, No. 2. (Autumn, 1991), pp. 173-179.

Stable URL: <http://links.jstor.org/sici?sici=0735-2751%28199123%299%3A2%3C173%3APSTRP%3E2.0.CO%3B2-4>

Postmodern Storytelling versus Pragmatic Truth-Seeking: The Discursive Bases of Social Theory (in Symposium on Postmodernism). Robert J. Antonio. *Sociological Theory*, Vol. 9, No. 2. (Autumn, 1991), pp. 154-163.

Stable URL: <http://links.jstor.org/sici?sici=0735-2751%28199123%299%3A2%3C154%3APSVPTT%3E2.0.CO%3B2-C>

Sociological Theory and the Claim to Reason: Why the End is Not in Sight (in Symposium on Postmodernism). Jeffrey C. Alexander. *Sociological Theory*, Vol. 9, No. 2. (Autumn, 1991), pp. 147-153.

Stable URL: <http://links.jstor.org/sici?sici=0735-2751%28199123%299%3A2%3C147%3ASTATCT%3E2.0.CO%3B2-W>

The End of Ideology, Really (in Symposium on Postmodernism). Charles Lemert. *Sociological Theory*, Vol. 9, No. 2. (Autumn, 1991), pp. 164-172.

Stable URL: <http://links.jstor.org/sici?sici=0735-2751%28199123%299%3A2%3C164%3ATEOIR%3E2.0.CO%3B2-M>

The End of Sociological Theory: The Postmodern Hope (in Symposium on Postmodernism). Steven Seidman. *Sociological Theory*, Vol. 9, No. 2. (Autumn, 1991), pp. 131-146.

Stable URL: <http://links.jstor.org/sici?sici=0735-2751%28199123%299%3A2%3C131%3ATEOSTT%3E2.0.CO%3B2-K>

Critical Theory, Poststructuralism, Postmodernism: Their Sociological Relevance. Ben Agger. *Annual Review of Sociology*, Vol. 17. (1991), pp. 105-131.

Stable URL: <http://links.jstor.org/sici?sici=0360-0572%281991%2917%3C105%3ACTPPTS%3E2.0.CO%3B2-M>

Postmortemism for Postmodernism? (in Featured Essays; Postmodernism). N. J. Demerath. *Contemporary Sociology*, Vol. 25, No. 1. (Jan., 1996), pp. 25-27.

Stable URL: <http://links.jstor.org/sici?sici=0094-3061%28199601%2925%3A1%3C25%3APFP%3E2.0.CO%3B2-M>

December 7th, Thursday

Course overview, review questions for final examination, discussion of your papers, and course evaluations. The final draft of your paper is due on Monday December 11th before noon. The paper grade will drop one full grade for each day after that date and time.

NOTE: Please keep a hard copy of each of your individual assignments. Printing a hard copy and keeping it in a folder is highly recommended. Creating a folder of printed essays and summaries of each person's work will make studying for exams and paper writing much easier.

FYI: Each year I ask if anyone's interested in working with me on projects related to the Mid-Maine Homeless Shelter. Please talk with me if you have an interest in the subject.

PLEASE SEE THE FOLLOWING REFERENCING GUIDE FOR PAPERS IN THIS CLASS: (You may also go to the ASA web site for additional examples and guidance.)

ASA Style Guide (This Web-based guide was authored by [Romelia Salinas rsalina@calstatela.edu](mailto:rsalina@calstatela.edu))

Reference List (Bibliography):

- *References follow the text and footnotes in a separate section headed "References."
- *All references cited in the text must be listed and vice-versa.
- *Remember references should be double-spaced. (*For publication submission only.*)
- *List references in alphabetical order by author's last names.
- *Use hanging indention (see examples)
- *Invert the authors' name; if there are two or more authors, invert only the first author's name.
- *Arrange multiple items by the same author in order by year of publication, earliest year first.
- *Use six hyphens and a period(-----.) in place of the name(s) for repeated authorship.
- *Distinguish works by the same author in the same year by adding letters (e.g. 1993a, 1993b, 1993c).
- *Use italics for book and periodical titles (underline if italics are not available).
- *If no date is available use "N.d." in place of the date.
- *Include both city and state for place of publication except for New York using U.S. Postal Code abbreviations. For foreign cities provide the name of the country.

Examples of References:

Books: Basic form for a book entry is 1-Author's last name, followed by a comma and the first name and middle initial, ending with a period. 2- Year of publication followed by a period. 3- Title of book italicized ending with a period. 4- Place of publication, followed by a colon and name of publisher ending with a period.

-one Author

De Anda, Roberto M. 1995. *Chicanas and Chicanos in Contemporary Society*. Boston, MA: Allyn and Bacon.

-Two Authors

Herrera-Sobek, María and Helena María Viramontes. 1995. *Chicana (W)rites : On Word and Film*. Berkeley, CA: Third Woman Press.

-Chapter in Book

Nathan, Peter E. and Raymond S. Niaura. 1987. "Prevention of Alcohol Problems." Pp. 333-354 in *Treatment and Prevention of Alcohol Problems: A Resource Manual*, edited by W.M. Cox. Orlando, FL: Academic Press, Inc.

-No Author

Manual of Style. 1993. 14th ed. Chicago, IL: University of Chicago Press.
List books with no author alphabetically by the first significant word in the title.

Journal Articles in Print: Basic form for a journal article is 1- Author's last name, followed by a comma and the first name and middle initial ending with a period. 2- Year of publication followed by a period. 3-Title of article in quotations and ending with a period inside the closing quotation mark. 4-Name of journal in italics 5- volume number followed by colon, page number(s) and period. Use the issue number following the volume number in parenthesis or exact date for journal article prior to the volume number for journals that do not number pages consecutively within a volume.

-One Author

Garcia, Alma M. 1998. "An Intellectual Odyssey: Chicana/Chicano Studies Moving into the Twenty-first Century." *Journal of American Ethnic History* 18:109.

-Two or More Authors

Exum, William H., Robert J. Menges, Bari Watkins, and Patricia Berglund. 1984. "Making it at the top: Women and minority faculty in the academic labor market." *American Behavioral Scientist* 27:301-324.

Newspaper & Magazine Articles in Print: Basic form for a newspaper or magazine entry is 1- Author's last name, followed by a comma and the first name and middle initial, ending with a period. 2- Year of publication followed by a period. 3-Title of article in quotations and ending with a period inside the closing quotation mark. 4-Name of newspaper/magazine in italics 5-date of publication followed by a comma 6- page number of article within the publication ending with a period.

-Magazine

Jana, Reena. 2000. "Preventing culture clashes - As the IT workforce grows more diverse, managers must improve awareness without creating inconsistency." *InfoWorld*, April 24, pp. 95.

-Newspaper

Rimland, Bernard. 2000. "Do children's shots invite autism?" *Los Angeles Times*, April 26, A13.

Articles Retrieved in Electronic Format

-From Commercial Databases

Graham, Lorie M. 1998. "The Past Never Vanishes: A Contextual Critique of the Existing Indian Family Doctrine" *American Indian Law Review*, 23:1. Retrieved May 25, 1999 Available: LEXIS-NEXIS Academic Universe, Law Reviews.

-Web Version of Newspapers

Clary, Mike. 2000. "Vieques Protesters Removed Without Incident." *Los Angeles Times*, May 5. Retrieved May 5, 2000 (http://www.latimes.com/news/nation/updates/lat_vieques000505.htm).

-Web Base Journals

Smith, Herman W. and Takako Nomi. 2000. "Is Amae the Key to Understanding Japanese Culture?." *Electronic Journal of Sociology* 5:1. Retrieved May 5, 2000 (<http://www.sociology.org/content/vol005.001/smith-nomi.html>).

-Information Posted on a Web Site

American Sociological Association. 2000. "Scholarship of Teaching and Learning Workshop." Washington, DC: American Sociological Association, Retrieved May 5, 2000 (<http://www.asanet.org/members/socwkshp.html>).

Other

-Government Documents: Since the nature of public documents is so varied, the form of entry for documents cannot be standardized. The essential rule is to provide sufficient information so that the reader can locate the reference easily. For example see the following:

United States. Dept. of Housing and Urban Development. 1999. *Rehab a home with HUD's 203(k) : HUD and FHA are on your side*. Washington, DC: U.S. Dept. of Housing and Urban Development.

-Dissertations & Theses

Valencia, Albert. 1995. "An examination of selected characteristics of Mexican-American battered women and implications for service providers." Ph.D. dissertation, Department of Education, University of the Pacific, Stockton, CA.

For other more information please see ASA Style Guide (**ref desk HM 73 A54 1997**).

 This Web-based guide was authored by [Romelia Salinas](#). If you have questions, comments, or suggestions about the content of this Library Web page, please send them to Romelia at: rsalina@calstatela.edu. (The format of the above material has been altered from the original to reflect single spacing, which is allowed in this course.)

4-PART FORMAT FOR INDIVIDUAL ASSIGNMENTS THAT YOU E-MAIL TO EVERYONE IN THE CLASS: The idea is to have everyone's form be the same for ease of referencing.

I. FIRST, LIST IN THIS ORDER;

1. Your name and/or the names of everyone in our group when applicable
2. the date on the syllabus that the reading is listed under
3. a label for and the title of the reading that is summarized
 Ex.: 1. Tom Morrione
 2. December 5th, Tuesday
4. Kivisto #57, Mike Featherstone, "Modern and Postmodern."
Identify your e-mail clearly with a Kivisto # and/or an Author Name/book chapter, etc.

- II. **SECOND**, write a brief summary of the article, or book chapter, etc. Not more than 2-3 paragraphs.
- III. **THIRD**, COPY OUT 2 OR 3 VERY IMPORTANT QUOTES FROM THE ARTICLE (Or more if you wish), listing the page on which each may be found.
- IV. **FOURTH**, WRITE OUT TWO DISCUSSION QUESTIONS RELATED TO THE READING. These questions should provoke thought and demonstrate the relevance of the author's ideas to significant contemporary concerns or issues.
- PLEASE TRY TO KEEP I-IV TO A PAGE OR TWO AT THE VERY MOST.