This course analyzes patterns of social organization and change in a variety of different arenas of social and institutional life: work, family, gender, community, poverty, wealth, race, environment, climate change, social movements, politics, organizations. It focuses on the contemporary United States, though it also examines longer patterns. Broad value questions of democracy, diversity, and equality run throughout all topics.

ABSOLUTELY NO USE OF LAPTOPS OR CELL PHONES DURING CLASS

Out of respect for each other’s contributions during class and in sections, all cellphones and laptops will be shut off and stored out of sight. Get a paper notebook for note taking, if you do not typically utilize one. (I will make an exception only if there is a dire emergency, such as a family member in surgery. You must inform me of such an emergency ahead of class.)

The required reading will be discussed most intensively in your discussion sections, and everyone is required to attend these and do ALL of the readings beforehand. Assigned sections will be developed within the first 2 weeks or so of the course.

Expectations: Success in this 4-credit course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections).

Two sets of take-home essays, plus participation in section, will determine final grades. ALL essays are due in hardcopy, stapled, paginated, double-spaced, 12-point or so font, with TA name at top.

1. Midterm take home essays, 2 essays, 10 pages total: Feb 28 in class (35 percent of grade).

2. Final take home essays, 3 essays, 15 pages total: April 26 in class (50 percent of grade).

3. Participation/preparation in section: 15 percent of grade. Norms of civility and mutual respect should govern all interactions in lecture and section.

Prof. Sirianni, Soc 1a: Order and Change, Fall 2017 - 1
4. **Service Learning Option:** Students engaged in community service, social action, or campus leadership projects may opt (but are NOT required) to write one of their essays for the final on their experiences. This may require supplemental reading appropriate to the nature of the student’s active engagement. Students wishing to choose this option should discuss it with their TAs and/or the instructor as early in the semester as possible, present a short written proposal (1 page), and must receive formal approval by March 1.

Disabled students requiring specific arrangements in completing course work should see their TA and/or instructor.

**Learning Goals:**

- To understand certain core concepts in sociology, such as: social capital, civic association, bureaucracy, markets and state, networks, power, gender ideologies and strategies, assets and racial wealth gap, exit and voice, social movements, forms of organizational and workplace control, institutional logics and fields, urban regimes, interracial community organizing, sociology of emotions and emotion management, social identities, forms of inclusion and exclusion, social justice and its varied meanings.
- To understand the relationship between analytic concepts, research methods, and social action, and how a critical sociology is NOT ideological, but does pose questions of democratic discourse, normative theories about the good (society, community, institution), and social action in order to formulate and test institutional and policy alternatives.
- To improve your ability to express conceptual and case study material in writing and orally.
- To nurture norms of careful listening, open discourse, and civic respect.

**Required readings:** at Bookstore or on LATTE.

Required books:


**January 10: Introduction:** Overview of course topics, readings, assignments.

**Jan 11-25: Family, Gender, and Work**


Reading:

**January 29-Feb 8: Working in the Service Society**

The organization and meaning of work; scientific management and industrial work; forms of control and resistance; recognition and power in service workplaces, gender, race; postindustrialism.

Readings:


**Feb 28: Midterm essays due in class: 10 pages, double-spaced, paginated, stapled, TA name at top.**

**Feb 19-22: Racial Inequality: Wealth**

What are the dynamics of race, wealth, and income in the U.S., and what might these entail for public policy? What have been the effects of the financial crisis on equality and strategies for equity?

Readings:

Shapiro, *The Hidden Cost of Being African American*.

**Feb 26-March 15: Community and Urban Politics: Religion, Race, Immigrants, Policing**

How do people act through civic associations and religious congregations to build social capital, enhance power, revitalize their communities, incorporate recent immigrants? How can community policing, Black Lives Matter, and other organizations contribute to local empowerment and broader structural change? Varieties of urban regimes.
Readings:


March 19-22: Bureaucracy and Beyond?

Why has bureaucracy been such a powerful force in society and economy? What happens in the ideal type, as well as in street-level practice? In what ways is bureaucracy being reinvented and transformed?


March 26-29: Environmental Movements and Climate Change


Readings:


Norgaard, Kari Marie. 2006. “‘People Want To Protect Themselves A Little Bit’: Emotions, Denial, and Social Movement Non-Participation The Case of Global Climate Change,” *Sociological Inquiry* 76(3): 372-396.


April 9-23: Understanding the American Right and the Election of Donald Trump

In the complex array of factors that led to the surprising election of Donald Trump, the fears of cultural eclipse and economic decline in some communities played a key role. A close-up ethnographic view of one such community, placed in the larger context of changing party, media, and other institutions.
Reading:


April 26: Final papers due Thurs April 26 in class: 15-pages, double-spaced, paginated, stapled, TA name at top.