

Soc 101: Introduction to Sociology
Spring 2023
iCourse

Instructor Information

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Course Description

This course introduces you to the field of sociology.

It is a young discipline born out of eighteenth- and nineteenth-century concerns and anxieties about a series of sweeping transformations following the Industrial Revolution that shattered old ways of life and challenged traditional wisdom on how we should live. Sociology was created to provide a scientific toolkit for us, who are thrown into this bizarre modern world, to regain an understanding of why the world is the way it is and why we live the way we live. From uneventful daily routines to world-shaking revolutions, sociologists ask and answer questions about everything human with the same curiosity and respect. How do friendship and social groups form and fall apart? What is gender, what is race and what role does the body play in social life? How do we navigate schools, labor markets, workplaces, healthcare systems, criminal justice systems and other social institutions? What is a bureaucracy and how are corporations, universities and markets organized and operated? Why does inequality exist and persist? How does the state govern, why do we submit ourselves to its rule, and what does it take for a society to change?

In this class, we will learn from the latest research by sociologists, alongside artistic and journalistic work that contains profound sociological insights. We will focus on how sociologists formulate research questions, design research, collect data, analyze data, develop theories, and test hypotheses. We will work together to read faster, write more clearly, and think from different perspectives. We will get to know people who have lived and struggled in the United States and elsewhere. We will explore and question the world we have taken for granted, as well as the world we have never encountered. No matter who you are, where you come from and what kind of career or lifestyle you are envisioning for yourself, at the end of this class, I hope you will find the distinct methodologies of sociology to be very relevant, not only to the so-called “sociologists”, but to you and your future.

Course Objectives (for all sections of soc 101)

- Learn key concepts, thinkers, and theories in the field of Sociology
- Apply sociological concepts to build a critical perspective of current events
- Gain a basic understanding of research methods used in Sociology
- Engage the “sociological imagination” to interpret our world and our individual experiences within a broader society

Expected Learning Outcomes and Skill Development (for all sociology courses)

- **Knowledge of social inequality:** Students will be able to demonstrate knowledge of social inequalities in contemporary societies based on class, gender, race, and/or sexual orientation. Students will also demonstrate knowledge about how to critically evaluate arguments about and solutions to inequality and diversity in society.
- **Knowledge of social institutions:** Students will be able to demonstrate knowledge of the key social institutions in sociology (the family, education, religion, work/economy, and/or law/political institutions) and their interconnections
- **Knowledge of how to think critically about social issues in contemporary society:** Students will be able to demonstrate critical thinking skills, complex reasoning, and written communication skills.
- **Knowledge of research methods and primary research evidence:** Students will be able to demonstrate knowledge of research methods, techniques of social research, and primary research evidence, including the interpretation of basic statistics and/or direct research evidence from scientific journals

Course Format and Communications

This is an asynchronous online course. All lectures, readings, handouts, assignments, memos, and exams will delivered/collected via D2L under “Content”, “Quizzes”, and/or “Discussion”. I also encourage you to utilize the “Discussion” function to share anything you find interesting and relevant or to connect with your fellow classmates. I will be available through the “Questions for Zhuofan” section under “Discussion”, via email, and during office hours.

Reading is the single most important component of this online course. We will not meet in a classroom for 2 hours and 30 minutes a week, but it does not mean that you don’t need to spend time on this course. Instead, you will spend at least 4-5 hours each week on your weekly reading assignments. Other course components are designed to help you focus and reflect when you read. Each week will start with a short introductory lecture, where I walk you through the main topics of the week and share key ideas I had in mind when I came up with the reading assignments, and also core passages that you should read very closely. However, the videos won’t cover everything you need to know from the readings, so it is essential for you to actually read the text for completing your weekly reading questions and exams. The midterm and final exams will be based on the required readings, documentaries, videos, and weekly reading questions. Finally, you will choose a book from a list of sociology monographs and write short three analytical reading memos based on your close reading of it. I have provided detailed instructions and a sample memo.

Communicate when you encounter challenges. I understand from my own experience as an international student that the institution of higher education often fails to accommodate our diverse student body, including but not limited to physical, cultural, ethnic, religious, political, and life-stage differences. As you will learn in this course, it is precisely those differences that keep sociologists up at night. Please do not hesitate to contact me if there is any reasonable accommodation that can be provided to help you participate in the learning process.

Required Texts and Readings

No textbook is required. However, you will write memos based on a book of your choice from a list of sociology monographs. All books on the list are available as e-books through the UA library website, so purchase is 100% optional. If you prefer to read a hard copy, make sure to plan ahead. “Waiting for Amazon/Interlibrary Loan to deliver my copy” will not be accepted as an excuse for late assignment. All

other required readings will be available through D2L. All required documentaries are available online through the UA library website.

Assignments and Examinations: Schedules/Due Dates

Assignments (25%)

There will be 15 weekly reading assignments administered via D2L, in the form of Discussion threads, due every Monday at 11:59PM Tucson time. Those assignments are designed to help you read effectively by focusing on the key ideas raised by the readings. You will be able to read your classmates' threads after the grades are released, and I may also ask you to respond to each other's threads. You will be evaluated based on whether you can (1) find out which passages in the readings are most relevant to the questions, (2) explain, in your own words, what the readings say about the questions, and (3) articulate your own opinions when asked to do so. You should not consult any external sources unless otherwise instructed. You should not copy and paste from the readings. You should not give one-word answers. You should explain, in plain English, what the author says and why you think it is relevant to the question. Most questions take 3-5 full sentences to answer, and those sentences should be your own words. Your grade for assignments will be the average of your highest 12 scores and count towards 25% of your final grade. I will drop your 3 lowest scores at the end of the semester.

Memos (25%)

Each of you will write three 750-word analytical reading memos on one book of your choice from a list of sociology monographs I provide, due respectively at the end of Week 7, Week 12, and the final exam period. All books on the list are available as e-books through the UA library website. The purpose is to help you improve on your reading and writing skills and accumulate extensive sociological knowledge on one topic that you find most interesting and relevant to you.

Each memo should cover no less than 2 chapters of the book you choose, or if there are fewer than 6 chapters. Each memo will consist of two parts. The first part, with no more than 250 words, will summarize the author's key *questions* and key *findings* in those chapters of the book. The second part, with no less than 500 words, will *cite evidence from class materials* to reflect on what you read. You can (1) support one of the questions/findings (why is it a good question to ask?), (2) criticize one of the questions/findings (why does the finding not make any sense?), or (3) provide an alternative explanation to one of the questions you pick up from that chapter (I have another answer for this question...). You should not consult any external sources beyond class materials. But you should cite any class materials you discuss using proper in-text and reference page citations in the ASA, APA, MLA, or Chicago style¹. You will be required to type your memo in a Microsoft word document², using double space between lines, the Times New Roman font with a size of 12, 1-inch page margins and page numbers at the bottom. You will be evaluated based on whether you can (1) follow the prompt and formatting instructions, (2) summarize the key questions and findings in the book, (3) reflect on connections to other class materials, and (4) cite class materials in a proper format.

¹ https://owl.purdue.edu/owl/research_and_citation/resources.html

² https://uarizona.service-now.com/sp?id=sc_cat_item&sys_id=0285890d1bbb68107947edf1604bcbf5.

Unfortunately, my ability to give personalized feedback will be limited by the size of the class, but I will broadcast comments and suggestions on common issues throughout the semester. I encourage you to post under the “Questions for Zhuofan” section or email me with specific questions at any time. You can also schedule an appointment with me to discuss how to improve your reading and/or writing skills, but only after you have turned in and received a grade on at least one memo, so that we have something concrete to work with. I also encourage you to take advantage of extraordinary academic resources and services provided by the university, including [the Center for English as a Second Language](#), [C.A.T.S Academics for student-athletes](#), [the Think Tank](#), and [the Strategic Alternative Learning Techniques Center](#).

Plagiarized and ghost-written memos will receive a score of zero and may result in a failing grade on the whole course. Any memo less than 700 words will receive half credit. There will not be an opportunity for you to revise and resubmit memos after they have been graded, but your best memo will be given a slightly higher weight, counting towards 10% of your final grade, while the remaining two 7.5% each.

Exams (25% each)

The midterm and final exams will consist of multiple choice and short answer questions, each to be completed within 1 hour and 20 minutes once you start it. Be prepared to reference any of the required readings, documentaries, and assignments during the exam.

You will take both exams online via D2L under “Quizzes”, respectively during Week 8-9 and the final exam period. The exams are not cumulative: the midterm exam will cover Week 1 through Week 7, and the final exam Week 8 through Week 15. The content of Week 16 is required for you to complete that week’s Reading Assignment but will not appear in the final exam. You can start the exam anytime you want as long as it is within the designated exam period, but you will not be able to pause, save your work, and come back later.

Your grade on each of the exams will count towards 25% of your final grade.

LATE WORK or MISSING EXAM PERIODS will result in a score of zero, unless otherwise arranged in advance. Contact me before the deadline about any situation that is affecting you so that we can figure out a plan for you to keep up with the course. If you are having a medical or family emergency, contact the Dean of Students office directly. For more information, see the “UA’s Absence and Class Attendance Accommodation Policy” section.

PLAGIARISM, including but not limited to (1) directly copying and pasting verbatim from other sources such as Wikipedia and book reviews, (2) paraphrasing other sources without proper citations, (3) having others do the work for you, and (4) selling copyrighted course materials, will result in a score of zero on the assignment and may lead to a failing grade on the whole course. Guidelines on how to avoid plagiarism will be provided. Repeat offenders will be reported to the Dean of Students office. No exception. For more information, see the “Code of Academic Integrity” section.

Final Examination

The final exam will be available throughout the final exam period (the “Finals Week”). Keep in mind, you will only have 1 hour and 20 minutes to complete it once you start the exam. For more information, see <https://registrar.arizona.edu/finals>.

Grading Scale and Policies

Assignments	25%	A (Excellent):	90-100%
Memos	25%	B (Good):	80-89%
Mid-term Exam	25%	C (Satisfactory):	70-79%
Final Exam	25%	D (Poor):	60-69%
		E (Failure):	< 60%
Total	100%		

Requests for incomplete (I) or withdrawal (W) must be made in accordance with university policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system>. Make sure to check your grade regularly, as any discrepancy or dispute regarding the grade must be resolved before the semester ends.

Classroom Behavior Policy (Online)

Civility is essential to any meaningful and productive exchange of ideas. Anyone observed engaging in any disruptive activity will be asked to cease this behavior. Rude, excessively sarcastic, obscene, or disrespectful comments will be considered disruptive. Those who continue to disrupt the online collaborative environment will be asked to leave and reported to the Dean of Students office.

Copyright Materials

All course materials are copyrighted, and the copyright is held either by the instructor or by the original author(s). These include but are not limited to readings, documentaries, lecture videos, handouts, assignments, and exams and are made available to students for your personal use and for educational purposes only. Any unauthorized redistribution or reproduction of course materials for commercial purposes is subject to Code of Conduct Violations for misuse of electronic resources provided by The University of Arizona and may result in sanctions by the Dean of Students office. This conduct may also constitute copyright infringement punishable by federal law.

Course Schedule

Week 1 (01/11 – 01/16): Why Are There Very Few Jokes about Sociologists?

“So...you study society?”

– Uber Driver after asking what my major was

1. Watch the introductory video.
2. Read:

Gopnik, Adam. 2015. “The Outside Game.” *The New Yorker*, January 12.
<https://www.newyorker.com/magazine/2015/01/12/outside-game>.

3. Complete Reading Questions 1 by 11:59PM, Monday 01/16.

Week 2 (01/16 – 01/23): Isn't It Too Obvious?

“If you torture the data long enough, it will confess.”

– Ronald Coase

1. Watch the introductory video.
2. Read:

(Why do we need sociologists if we have physicists?) “A Sociologist’s Apology” and “The Myth of Common Sense,” p. xiii-29 in Watts, Duncan J. 2011. *Everything Is Obvious: *Once You Know the Answer*. Crown.

(Why do we need sociologists if we have statistics?) “The Importance of Social Statistics,” p. 9-29 in Best, Joel. 2001. *Damned Lies and Statistics: Untangling Numbers from the Media, Politicians, and Activists*. University of California Press.

(Why do we need sociologists if we have computer scientists?) Lazer, David, Ryan Kennedy, Gary King, and Alessandro Vespignani. 2014. “The Parable of Google Flu: Traps in Big Data Analysis.” *Science* 343(6176):1203–5.

3. Complete Reading Questions 2 by 11:59PM, Monday 01/23.

Week 3 (01/24 – 01/30): What Do Sociologists Do All Day?

“You’re the guy who knows that everyone is there for a reason.”

– Howard S. Becker

1. Watch the introductory video.
2. Read:

Becker, Howard S. 1953. "Becoming a Marihuana User." *American Journal of Sociology* 59(3):235-42.

"Bowling and Social Ranking." p.14-25 in Whyte, William Foote. [1943]1993. *Street Corner Society: The Social Structure of an Italian Slum*. University of Chicago Press.

(Scanned copy from Whyte, William Foote. 2014. "Bowling and Social Ranking." Pp. 529-36 in *The Urban Ethnography Reader*, edited by M. Duneier, P. Kasinitz, and A. Murphy. Oxford University Press.)

"Anomic Suicide," p. 201-219 in Durkheim, Emile. [1951]2005. *Suicide: A Study in Sociology*. Routledge.

3. Complete Reading Questions 3 by 11:59PM, Monday 01/30.

Week 4 (01/30 – 02/06): Self

"One seemed alone with an inscrutable society."
– Virginia Woolf, *A Room of One's Own*

Required:

1. Watch the introductory video.
2. Read:

"Performances", p. 1-66 in Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*. New York: Doubleday.

"Stigma and Social Identity", p. 1-19 in Goffman, Erving. 1963. *Stigma: Notes on the Management of Spoiled Identity*. Englewood, NJ: Prentice-Hall.

3. Complete Reading Questions 4 by 11:59PM, Monday 02/06.

Week 5 (02/06 – 02/13): Networks

"I am not sure that I exist, actually. I am all the writers that I have read, all the people that I have met, all the women that I have loved; all the cities that I have visited, all my ancestors."

– Jorge Luis Borges

Required:

1. Watch the introductory video.
2. Read:

“Viralizing Video Clips” and “Influencing People.” p. 169-206 in Brinton, Christopher G., and Mung Chiang. 2018. *The Power of Networks: Six Principles That Connect Our Lives*. Princeton University Press.

“Confidants,” p. 11-23 in Small, Mario Luis. 2017. *Someone To Talk To*. Oxford University Press.

Granovetter, Mark. 2016. “Social Networks and Getting a Job.” *Stanford Center on Poverty and Inequality: America’s Poverty Course*. <https://youtu.be/g3bBajcR5fE>.

Small, Mario. 2018. “Exploring Who Americans Choose To Confide In.” *Wisconsin Public Radio*, Jan 25. <https://www.wpr.org/exploring-who-americans-choose-confide>.

3. Complete Reading Questions 5 by 11:59PM, Monday 02/13.

Week 6 (02/13-02/20): Race

“The problem of the twentieth century is the problem of the color line.”

– W.E.B. Du Bois, *The Souls of Black Folk*

1. Watch the introductory video.
2. Watch:

The first 53 minutes of Smith, Llewellyn (director). 2003. *Race – The Power of an Illusion, Episode 3: The House We Live In*. California Newsreel. Available through the UA library. <https://www.kanopy.com/en/arizona/video/66397/66481>.

3. Read:

Pager, Devah. 2003. “The Mark of a Criminal Record.” *American Journal of Sociology* 108(5):937–75. Skip “Tester Profiles”, “Design Issues”, “Appendix A”, and “Appendix B”. This 6-minute podcast by the author may help you understand the paper: https://www.youtube.com/watch?v=nUZqvsF_Wt0.

Jiménez, Tomás R. 2008. “Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race.” *American Journal of Sociology* 113(6):1527–67. This 6-minute podcast by the author may help you understand the paper: <https://youtu.be/CxvEHrVQizc>.

4. Complete Reading Questions 6 by 11:59PM, Monday 2/20.

Week 7 (02/20-02/27): Gender

“One is not born, but rather becomes, a woman.”

– Simone de Beauvoir, *The Second Sex*

Required:

1. Watch the introductory video.
2. Read:

Ridgeway, Cecilia. "Microdynamics of Gender Inequality." *Stanford Center on Poverty and Inequality: America's Poverty Course*. <https://youtu.be/nEcfzfyRXF4>.

Hochschild, Arlie. 2016. "The Second Shift." *Stanford Center on Poverty and Inequality: America's Poverty Course*. <https://youtu.be/mvzE6zYkEQY>.

England, Paula. 2016. "The Stall in Gender Equality." *Stanford Center on Poverty and Inequality: America's Poverty Course*. <https://youtu.be/eGu8l3fHksc>.

"Resources for Doing Gender", "Research Agenda", and "Gender, Power, and Social Change", p. 137-147 in West, Candace, and Don H. Zimmerman. 1987. "Doing Gender." *Gender and Society* 1(2):125-51.

Carlson, Jennifer. 2015. "Mourning Mayberry: Guns, Masculinity, and Socioeconomic Decline." *Gender & Society* 29(3):386-409.

4. Complete Reading Questions 7 by 11:59PM, Monday 2/27.
5. Submit Memo 1 by 11:59PM, Monday 2/27.

Week 8 (02/27-03/06): Culture

"No human exists except steeped in the culture of his time and place."

– Mary Douglas and Baron Isherwood, *The World of Goods*

1. Watch the introductory video.
2. Read:

Rothman, Joshua. 2014. "The Meaning of 'Culture.'" *The New Yorker*, December 26. <https://www.newyorker.com/books/joshua-rothman/meaning-culture>.

"Art Worlds and Collective Activity." p. 1-39 in Becker, Howard S. 2008. *Art Worlds: 25th Anniversary Edition, Updated and Expanded*. University of California Press.

Anderson, Benedict. 2008. "Imagined Communities: Reflections on the Origin and Spread of Nationalism", p. 282-288 in *The New Social Theory Reader*, 2nd. Edited by Jeffrey C. Alexander and Steven Seidman. New York, NY: Routledge.

Desmond, Matthew. 2006. "Becoming a Firefighter." *Ethnography* 7(4):387-421.

3. Complete Reading Questions 8 by 11:59PM, Monday 3/06.

4. Take the Midterm Exam by 11:59PM, Monday 3/06.

Week 9 (03/06-03/13): Spring Break

Week 10 (03/13-03/20): Science

“Science advances one funeral at a time.”

– To paraphrase Max Planck, *Scientific Autobiography and Other Papers*

1. Watch the introductory video.
2. Read:

Van Noorden, Richard. 2012. “Global Mobility: Science on the Move.” *Nature* 490(7420):326–29.

Nielsen, Mathias Wullum, Sharla Alegria, Love Börjeson, Henry Etzkowitz, Holly J. Falk-Krzesinski, Aparna Joshi, Erin Leahey, Laurel Smith-Doerr, Anita Williams Woolley, and Londa Schiebinger. 2017. “Opinion: Gender Diversity Leads to Better Science.” *Proceedings of the National Academy of Sciences of the United States of America* 114(8):1740–42.

Collins, Harry. 2007. “Bicycling on the Moon: Collective Tacit Knowledge and Somatic-Limit Tacit Knowledge.” *Organization Studies* 28(2):257–62.

Winner, Langdon. 1980. “Do Artifacts Have Politics?” *Daedalus* 109(1):121–36.

3. Watch clips from the 2018 movie *Searching*: <https://youtu.be/IKnygn5ysHU>
4. Complete Reading Questions 10 by 11:59PM, Monday 3/20.

Week 11 (03/20-03/27): Capitalism

“Production of too many useful things produces too large a useless population.”

– Karl Max, *Economic and Philosophical Manuscripts of 1844*

1. Watch the introductory video.
2. Read:

“Wage Labour and Capital”, p. 203-217 in Marx, Karl. [1867]1978. “Capital, Volume One”, *The Marx-Engels Reader*, 2nd ed., edited by Robert C. Tucker. New York, NY: Norton.

“On the Division of Labor”, p. 159-161 (starting with “With the division of labour...”) in Marx, Karl. [1846]1978. “German Ideology”, *The Marx-Engels Reader*, 2nd ed., edited by Robert C. Tucker. New York, NY: Norton.

"The Fetishism of Commodities and the Secret Thereof", p. 319-329 in Marx, Karl. [1867]1978. "Capital, Volume One", *The Marx-Engels Reader*, 2nd ed., edited by Robert C. Tucker. New York, NY: Norton.

Burawoy, Michael. 2000. "Marxism after Communism." *Theory and Society* 29(2):151–74.

3. Watch the following 53-minute documentary:

Ziv, Ilan. 2015. *Capitalism, Part 4: What If Marx Was Right?* Brooklyn, NY: Icarus Film. Available through the UA library.

4. Complete Reading Questions 11 by 11:59PM, Monday 3/27.

Week 12 (03/27-04/03): Work

"The factory constituted individuals as a single body to the double advantage of the boss who surveyed each element within the mass and the unions who mobilized a mass resistance; but the corporation constantly presents the brashest rivalry as a healthy form of emulation, an excellent motivational force that opposes individuals against one another and runs through each, dividing each within."

– Gilles Deleuze, *Postscripts on the Societies of Control*

1. Watch the introductory video.
2. Read:

Sallaz, Jeffrey J. 2015. "Permanent Pedagogy: How Post-Fordist Firms Generate Effort but Not Consent." *Work and Occupations* 42(1):3–28.

"Opportunity", p. 129-157 in Kanter, Rosabeth Moss. 1977. *Men and Women of the Corporation*. New York, NY: Basic Books.

p. 55, 58-70, 82 (only read the middle paragraph starting from "Three of the closure strategies..."), 90 (only read the middle paragraphs starting from "Licensing and unionization, for example...") in Weeden, Kim A. 2002. "Why Do Some Occupations Pay More than Others? Social Closure and Earnings Inequality in the United States." *American Journal of Sociology* 108(1):55–101.

3. Complete Reading Questions 12 by 11:59PM, Monday 4/3.
4. Submit Memo 2 by 11:59PM, Monday 4/3.

Week 13 (04/03-04/10): Inequality

"...in all these societies, half of the population own virtually nothing."

– Thomas Piketty, *Capital in the Twenty-First Century*

1. Watch the introductory video.

2. Read:

Grusky, David B. 2018. "The Stories about Inequality That We Love to Tell." Pp. 2–14 in *The Inequality Reader*. Routledge.

Pfeffer, Fabian T., and Alexandra Killewald. 2019. "Intergenerational Wealth Mobility and Racial Inequality." *Socius* 5:2378023119831799.

Laurison, Daniel, Dawn Dow, and Carolyn Chernoff. 2020. "Class Mobility and Reproduction for Black and White Adults in the United States: A Visualization." *Socius* 6:2378023120960959.

Wilson, William Julius. 2016. "Joblessness and Poor Neighborhoods." <https://youtu.be/de1sq17VTI>.

Desmond, Matthew. 2012. "Eviction and the Reproduction of Urban Poverty." *American Journal of Sociology* 118(1):88–133.

3. Complete Reading Questions 13 by 11:59PM, Monday 4/10.

Week 14 (04/10-04/17): Power

Sir Humphrey: When the chips are down, Minister, and the balloon goes up and the lights go out ... there has to be somewhere to carry on government, even if everything else stops.

Hacker: Why?

Sir Humphrey: Government doesn't stop just because the country's been destroyed!

Annihilation's bad enough, without anarchy to make things even worse!

Hacker: You mean you'd have a lot of rebellious cinders.

– *Yes, Minister*, Series 1, Episode 3

1. Watch the introductory video.

2. Read:

p. 77-83 in Weber, Max. [1919]1946. "Politics as a Vocation." *From Max Weber: Essays in Sociology*. Edited by H. H. Gerth and C. Wright Mills. New York, NY: Oxford University Press.

p. 633-666, 671-675 in Carlson, Jennifer. 2019. "Revisiting the Weberian Presumption: Gun Militarism, Gun Populism, and the Racial Politics of Legitimate Violence in Policing." *American Journal of Sociology* 125(3):633–82.

"Free-riders and Freedom Riders", p. 33-58 in Polletta, Francesca. 2020. *Inventing the Ties That Bind: Imagined Relationships in Moral and Political Life*. Chicago, IL: University of Chicago Press.

Gladwell, Malcolm. 2010. "Small Change." *The New Yorker*, September 26.

3. Complete Reading Questions 14 by 11:59PM, Monday 4/17.

Week 15 (04/17-04/24): Globalization

"In the world through which I travel, I am endlessly creating myself."

– Frantz Fanon, *Black Skin, White Masks*

1. Watch the introductory video.
2. Read:

Go, Julian. 2020. "The Racist Origins of U.S. Policing." *Foreign Affairs*, July 16.

<https://www.foreignaffairs.com/articles/united-states/2020-07-16/racist-origins-us-policing>.

(You do not need a subscription, but you may need to register your email to read the full article for free. Email me if you run into any problem.)

Kuipers, Giseline. 2015. "How National Institutions Mediate the Global: Screen Translation, Institutional Interdependencies, and the Production of National Difference in Four European Countries." *American Sociological Review* 80(5):985–1013.

Leal, Diego F., Ragini Saira Malhotra, and Joya Misra. 2019. "Visualizing Feminized International Migration Flows in the 1990s." *Socius* 5:2378023118819940.

Lewis-Kraus, Gideon. 2022. "Have Chinese Spies Infiltrated American Campuses?" *The New Yorker*, March 21.

3. Complete Reading Questions 15 by 11:59PM, Monday 4/24.

Week 16 (04/24-05/01): Final Review

1. Watch the introductory video.
2. Submit Memo 3 by 11:59PM, Monday 5/8.
3. Submit the Final Exam by 11:59PM, Wednesday 5/10.

Reading List for Analytical Memos

Brown, Karida L. 2018. *Gone Home: Race and Roots through Appalachia*. Chapel Hill, NC: UNC Press. ISBN: 9781469647043.

Centola, Damon. 2020. *How Behavior Spreads: The Science of Complex Contagions*. Princeton, NJ: Princeton University Press. ISBN: 9780691202426.

Clair, Matthew. 2020. *Privilege and Punishment: How Race and Class Matter in Criminal Court*. Princeton, NJ: Princeton University Press. ISBN: 9780691205878.

Dávila, Arlene. 2012. *Latinos, Inc.: The Marketing and Making of a People*. Berkeley, CA: University of California Press. ISBN: 9780520274693.

Flores, Glenda M. 2017. *Latina Teachers: Creating Careers and Guarding Culture*. New York: NY: New York University Press. ISBN: 9781479839070.

Hoang, Kimberly Kay. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. Berkeley, CA: University of California Press. ISBN: 9780520960688.

Hochschild, Arlie Russell. [1983] 2012. *The Managed Heart: Commercialization of Human Feeling*. Berkeley, CA: University of California Press. ISBN: 9780520272941.

Leidner, Robin. 1993. *Fast Food, Fast Talk: Service Work and the Routinization of Everyday Life*. Berkeley, CA: University of California Press. ISBN: 9780520914643.

Mears, Ashley. 2011. *Pricing Beauty: The Making of a Fashion Model*. Berkeley, CA: University of California Press. ISBN: 9780520950214.

Morris, Aldon. 2015. *The Scholar Denied: W. E. B. Du Bois and the Birth of Modern Sociology*. Berkeley, CA: University of California Press. ISBN: 9780520960480.

Rivera, Lauren A. 2016. *Pedigree: How Elite Students Get Elite Jobs*. Princeton, NJ: Princeton University Press. ISBN: 9780691169279.

Sanchez-Jankowski, Martin. 1991. *Islands in the Street: Gangs and American Urban Society*. Berkeley, CA: University of California Press. ISBN: 9780520074347.

Sharone, Ofer. 2013. *Flawed System/Flawed Self: Job Searching and Unemployment Experiences*. Chicago, IL: University of Chicago Press. ISBN: 9780226073675.

Additional Information

UA's Absence and Class Attendance Accommodation Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop> The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>.

To request a disability-related accommodation to this attendance policy, please contact the Disability Resource Center at (520) 621-3268 or drc-info@email.arizona.edu.

If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Cheating, fabrication, facilitating academic dishonesty, plagiarism, submitting an item of academic work that has previously been submitted or simultaneously submitted, and unauthorized resales of course materials are strictly prohibited. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog.

See: <https://deanofstudents.arizona.edu/policies/code-academic-integrity> and <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

Accessibility and Accommodations

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. Please be aware that the accessible tables and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

UA Nondiscrimination and Anti-harassment Policy

Discrimination and harassment on the basis of race, color, national origin, sex, religion, age, disability, veteran status, sexual orientation, and gender identity are prohibited by University policies and the federal law and will not be tolerated in this classroom. The policy also prohibits retaliation for opposing discriminatory conduct, filing a discrimination-related complaint, or participating in the investigation of a discrimination-related complaint.

I am required by University policies to report any form of gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking to the Title IX Coordinator, UAPD, or the Dean of Students Office. If you or someone you know experience or have concerns for sexual harassment or violence, there are other confidential options for reporting and seeking help:

- Ron Wilson, Vice President & Title IX Coordinator, Division of Equity, Inclusion & Title IX, titleix@email.arizona.edu, (520) 621-7286.
- Janis C. Gallego, Deputy Director, Office of Title IX, Division of Equity, Inclusion & Title IX, janisgallego@email.arizona.edu, (520) 833-6214.
- Counseling and Psych Services at Student Health Center, (520) 621-3334.
- UA Campus Police, Call 911 or use one of the blue campus emergency phones, or call the TIP line at (520) 621-8477, which is “where individuals can report incidents of harassment or other criminal activity that has occurred on campus”.
- Southern Arizona Center Against Sexual Assault (off-campus rape crisis center), 24-hr Sexual Assault Crisis Lines: (520) 327-7273 or (800) 400-1001.

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

Confidentiality of Student Records

University policies related to the confidentiality of student records (e.g., FERPA) can be found at: <http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>.

Notification of Objectionable Materials

This course may contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

Preferred Gender Pronoun

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct instructors on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me directly in class or via email (instructor email). If you wish to change your preferred name or pronoun in the UAccess system, please use the following guidelines:

Preferred name: University of Arizona students may choose to identify themselves within the University community using a preferred first name that differs from their official/legal name. A student’s preferred name will appear instead of the person’s official/legal first name in select University-related systems and documents, provided that the name is not being used for the purpose of misrepresentation. Students are able to update their preferred names in UAccess.

Pronouns: Students may designate pronouns they use to identify themselves. Instructors and staff are encouraged to use pronouns for people that they use for themselves as a sign of respect and inclusion. Students are able to update and edit their pronouns in UAccess.

More information on updating your preferred name and pronouns is available on the Office of the Registrar site at <https://www.registrar.arizona.edu/>.

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Campus Health

<http://www.health.arizona.edu/>

Campus Health provides quality medical and mental health care services through virtual and in-person care.

Phone: 520-621-9202

Counseling and Psych Services (CAPS)

<https://health.arizona.edu/counseling-psych-services>

CAPS provides mental health care, including short-term counseling services.

Phone: 520-621-3334

The Dean of Students Office's Student Assistance Program

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Student Assistance helps students manage crises, life traumas, and other barriers that impede success. The staff addresses the needs of students who experience issues related to social adjustment, academic challenges, psychological health, physical health, victimization, and relationship issues, through a variety of interventions, referrals, and follow up services.

Email: DOS-deanofstudents@email.arizona.edu

Phone: 520-621-7057

Survivor Advocacy Program

<https://survivoradvocacy.arizona.edu/>

The Survivor Advocacy Program provides confidential support and advocacy services to student survivors of sexual and gender-based violence. The Program can also advise students about relevant non-UA resources available within the local community for support.

Email: survivoradvocacy@email.arizona.edu

Phone: 520-621-5767

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.