**SO 343A Economy and Society**

**T/H 11:10am-12:25pm**

**Alumni Hall LL5**

**Fall 2021**

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Office Hours:  Mondays 4:00-5:00pm; Tuesdays 10:00am-12:00pm; or by appointment

**Course Description**

This course introduces the sociological perspective on the relationship between the economy and the broader society.  This covers a wide range of topics, and as such, this course serves as a survey of some of the perspectives on these topics.  The course will challenge you to examine how economic institutions are structured, the ways in which they are influenced by other individuals/organizations/ institutions, and how they impact the daily lives of individuals and groups.   Topics that will be explored include, but are not limited to, industrialization, capitalism, wealth and social inequality, work, corporations, and globalization.

**Learning Outcomes**

1. Use sociological concepts to analyze and describe the relationships between various economic systems and societies.
2. Strengthen your ability to locate individuals within their particular historical context and to objectively assess the structural forces that influence their lives.
3. Use critical reading, thinking and writing skills when competing and evaluating the course material.
4. Effectively present (in both written and oral form) summaries/ evaluations of scholarly work and your own arguments.

**Mask Policy**

We will follow the CDC’s guidelines for indoor masking for vaccinated adults which states: “To maximize protection from the Delta variant and prevent possibly spreading it to others, fully vaccinated people should wear a mask indoors in public if you are in an area of substantial or high transmission.”

Additionally, we are subject to the college’s official mask policy and Dean Cronin’s clarification on the language which reads: “Generally, masks are not required to be worn on campus for vaccinated students and employees.  We ask that all people have masks with them and to respect people’s requests to wears masks if asked. As far as the classroom is concerned: faculty may require their students to wear masks in the classroom.  So, too, a student/students in your class can ask that everyone in the class wear a mask.  **Compliance with a mask request is mandatory, not voluntary. ”**

**Required Readings**

1. Carruthers, Bruce G. and Sarah L. Babb. 2013. Economy and Society: Markets, Meanings, and Social Structure, 2nd Edition. Thousand Oaks, CA: Sage Publications.
2. Sweet, Stephen and Peter Meiksins. 2013. Changing Contours of Work: Jobs & Opportunities in the New Economy, 3rd Edition. Thousand Oaks, CA: Sage Publications.
3. Selected readings  (Available as PDFs on Canvas)
4. A third book of your choosing (only for students not completing a Community Engaged Learning Project).

**Course Requirements (\*Requirements are different for those completing the Community Engaged Learning)**

*Exams*:  We will have two exams in this course a midterm and a final.  The dates of these exams can be found in the readings schedule at the end of the syllabus. We will discuss the content and the structure of the exams as they approach. I generally like to use student feedback/preferences to inform the structure of the exams. The midterm exam is worth **250 points** (**or 25% of your grade**) and the final exam is worth **300 points** (or **30% of your grade**).

*Discussion Questions:* You will be responsible for posting one discussion question to Canvas by midnight the day before we meet. These questions can either be about aspects of the reading that you found confusing/unclear or about how the reading relates to other things we’ve read/current events. Raising thoughtful questions in the discussion board is required for full participation credit.

*In-class Assignments/Reading Reflections:* Over the course of the semester, we will sporadically have small assignments in class or start the class with short reading reflection based on a prompt that I provide. In total, these will be worth **10% of your final grade** (I will grade each our of 10 points to provide an easy scale, but we will not necessarily have exactly 10 of these assignments).

*\*Book Analysis #2:* As we approach the middle of the semester, I will ask those of you not completing the community engaged learning option for the class for a topic of interest that you would like to examine in greater depth. Based on your interest, I will provide you with a few choices of books from which you will select one. I will then ask you to identify three research articles on the same topic that you will also read. Along with the book options, you will be provided with a prompt asking you to analyze the book and discuss its relationship to the arguments/content of the three articles you chose as well as the content of the course. This written analysis will be due by midnight on our last day of class and is worth **225 points** (or **22.5% of your grade in the course**).

*Attendance and participation:* Given the unique circumstances we still find ourselves in, I do not have an official policy for missing classes. If you are healthy you are expected to attend class in person. If you feel ill, please notify health services, let me know that you will not be attending class, and follow the advice of health services. Our room is not equipped for live streaming, but if you let me know with some level of advanced notice, I will do my best to live stream the class via zoom if you feel under the weather but well enough to attend and participate remotely.

Especially in small classes, it is vital that all students are active participants in the classroom. This includes not only completing the required readings and actively listening, but also raising questions and participating in the discussions. This requires that you **must complete the readings before** class in order to adequately participate. You should bring the readings with you to class, to reference during discussion if necessary. Active participation in the class and posting thoughtful discussion questions are worth **125 points (or 12.5%** **of your final grade)**.

**Community Engaged Learning Option Requirements**

I believe that community engaged learning is a valuable experience and tool that allows students to observe the course concepts in the real world.  Equally important, it provides you with the opportunity to use your time at Saint Anselm to meaningfully engage the local community.  Students who opt into the Community Engaged Learning option for this class will volunteer for a local non-profit organization.  This will provide you with an introduction to how local organizations operate and seek to meet the needs of the local community and clients.  It also helps bring the course material “to life.”  If you decide to participate in the Community Engaged Learning option, you will work directly with the Meelia Center in order to find a service site.  You will be required to complete at least **20 volunteer hours**.  To participate, you **MUST** commit to this option by **August 29th**.

Those completing the community engaged learning option will have a different set of requirements, which are outlined below.

*Exams*:  Same as listed above.

 *Discussion Questions*: Same as listed above

*Attendance and Participation*: Same as listed above

*In-class Assignments/Reading Reflections:* Same as listed above

\*Final Paper:  Each student choosing to participate in the Community Engaged Learning option will complete a 4-5 (double spaced) analysis and evaluation of your experience.  This paper should focus on “Community Engaged Learning Goal” “a” and any two of the remaining learning goals (On the handout from the Meelia Center).  This final paper is due by midnight on the day of our last class meeting.  In addition to completing your final paper, you will give a virtual presentation of your experience and relate it to the concepts that we discussed in class. Each student completing the CEL option will need to post a reply to several of their peers’ presentations (more on this as the semester ends). The final paper and presentation are worth **150 points** (or **15% of your final grade**).

\*Community Engaged Learning Journal:  Starting in week 5 of the semester, after each visit to your site, you should complete a journal entry.   These should be about 1/2 page.  In these entries I would like you to reflect on your experience serving your organization and tie the concepts that we’ve discussed in class to your Community Engaged Learning experience.  Your Community Engaged Learning journal is worth **75 points** (or 7.**5% of your final grade**).   I will provide specific instructions for the journal entries for those taking this option.

\* *Out of Class Reflections*:  You will also need to attend one of the out of class reflections offered by the Meelia Center.  Completing this reflection is a requirement for meeting your service obligation.

**Grading**

Your grade will be based on the above requirements in the following manner:

*Traditional Option*

Requirement Points Each Total Points

Midterm Exam  250 250

Reading Reflections/In Class Assignments 10 100

Book Analysis 225 225

Final Exam 300 300

Participation/Discussion Questions 125 125

Total 1000

*Community Engaged Learning*

Requirement Points Each Total Points

Midterm Exam  250 250

Reading Reflections/In Class Assignments 10 100

Community Engaged Learning Journal 75 75

Community Engaged Learning Paper 150 150

Final Exam 300 300

Participation/Discussion Questions 125 125

Total 1000

Letter grades will be assigned as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A  | 100-93%  | (1000-930)  |   | C  | 76.9-73%  | (769-730)  |
| A-  | 92.9-90%  | (929-900)  |   | C-  | 72.9-70%  | (729-700)  |
| B+  | 89.9-87%  | (899-870)  |   | D+  | 69.9-67%  | (699-670)  |
| B  | 86.9-83%  | (869-830)  |   | D  | 66.9-63%  | (699-630)  |
| B-  | 82.9-80%  | (829-800)  |   | D-  | 62.9-60%  | (629-600)  |
| C+  | 79.9-77%  | (799-770)  |   | F  | <60%  | (<600)  |

**Additional Policies**

­*Makeup Policy:* In almost all instances, **there will be no makeup exam for the final exam**. Make up exams will only be granted under extraordinary circumstances. If you **absolutely** **have to** miss the final, **you need to notify me at least one week in advance** via email, and to provide proper documentation. If an emergency occurs on the day of an exam, you must email me before the exam and provide me with documentation immediately. Questions on any makeup exams will reflect the fact that students had additional time to prepare.

Similarly, there are no makeup options for failure to complete reading reflections, journal entries, or the in-class assignments except under extraordinary circumstances.

***NOTE: I understand that circumstances arise in students’ lives that will make completing material on the assigned day difficult/impossible. If you find yourself in one of these situations, please reach out to me so that we can set up a plan to ensure that you remain on track to complete the work for the course. In these situations, health services and the ARC are also invaluable resources that you should utilize.***

Late work without an official extension will be subject to the following procedure. Work that is turned in within 24 hours of the deadline will receive a **ten percentage point reduction** in the score. **An additional ten percentage point reduction** will be applied for each additional day that the work is late.

*Academic Integrity/Plagiarism:* Plagiarism will absolutely not be tolerated in this class. All work in assignments and exams MUST be your own. In your written work, if you are presenting the ideas of someone else or providing a quotation, you must properly cite the author using ASA/ASR format. Presenting the work of someone else as your own or cheating on an exam will result in a failing grade (potentially for the course depending on the severity) and potential recourse by the college. (See page 11 of the Student Handbook). For more information on Saint Anselm’s policy on academic integrity see the following link:

http://www.anselm.edu/Library/Research-Help/Research-Tutorials/Academic-Integrity.htm

*Student Disabilities:* Saint Anselm College is committed to meeting the needs of students disclosing physical, sensory, psychiatric, and/or learning disabilities. To disclose a disability and request accommodations, please see Kenneth Walker, the College’s disability services provider, in the Academic Resource Center (ARC) in Lower Cushing, who will assist you in making contact with appropriate faculty members and arranging support services and accommodations available within the ARC or elsewhere. To ensure that accommodations are arranged in a timely manner, you are encouraged to make your request at the beginning of each semester.

 F**or questions concerning support services, documentation guidelines, or disability issues contact:**

Office of Disability Services
Academic Resource Center (ARC)
Tel. (603) 641-7193
(Director and Email Forthcoming)

**For additional information on documentation guidelines:**

http://www.anselm.edu/Current-Students/Academic-Resources/Disability-Services.htm

*Electronic Devices:* “As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pages ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Dean prohibits the use by students of cell phones, pagers, PDA’s, or similar communication devices during scheduled classes. Text messaging or accessing information on these devices is likewise forbidden. All such devices must be put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the College’s emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a college emergency exists. If that is not the case, the devices should be immediately put away. Other exceptions to this policy may be granted at the discretion of the instructor” (Student Handbook, p.13).

**Reading Schedule\***

\*This schedule is subject to change depending on the progression of the course

**Week 1: Introduction and Background**

8/24: Introduction, syllabus, and Community Engaged Learning

(Begin discussion of different definitions of “citizenship”)

8/26 Economic Sociology & Economics

Smelser and Swedberg – “Introducing Economic Sociology”

(Continue discussion of different definitions of “citizenship”)

**Week 2: Introduction and Background (continued)**

8/31: Market Embeddedness

Carruthers & Babb – Chapter 1

Lie - “Sociology of Markets”

9/2: Classical Perspectives

Marx – “Alienated Labor”

Weber - Chapter two “The Spirit of Capitalism”

 **Week 3:**

9/7: Carruthers & Babb – Chapter 2

Ritzer – “The Credit Card: Private Troubles Public Issues”

9/9: Inequality

Carruthers & Babb – Chapter 6

Davis and More – “Some Principles of Stratification”

In class group discussion of Tumin’s – Some Principles of Stratification: A Critical Analysis

**Week 4:**

9/14: Social Mobility

Haas – “Economies, Inequality and Mobility”

Esping-Anderson – “Equal Opportunities and the Welfare State”

Krueger – “The Apple Doesn’t Fall Far From the Tree, Even in the Land of Opportunity”

(In class, we’ll discuss Jarvis and Song’s “Rising Intragenerational Occupational Mobility in the United States.” This is an optional reading, but can be found on Canvas).

9/16: Organizations and Institutions

Carruthers & Babb – Chapter 3

 **Week 5:**

 9/21: Organizations and Institutions

Carruthers & Babb – Chapter 5

Carruthers – “A Sociology of Bubbles”

9/23: The Labor Market and Racial Tension (Option to change based on class choice)

Bonacich – “A Theory of Racial Antagonism: The Split Labor Market”

Olzak “Labor Unrest, Immigration, and Ethnic Conflict in Urban America, 1880-1914”

 **Week 6:**

9/28: Midterm Exam

9/30: Globalization and the Global Economy

Carruthers and Babb Chapter 7

Stiglitz – “Globalism’s Discontents”

(Recommended reading: Noy – Excerpt from “Banking on Health” on the role of “International Financial Institutions”)

**Week 7:**

 10/5: Globalization and the Global Economy

Sklair – “Sociology of the Global System”

 OR Korzeniewicz - “Commodity Chains and Marketing Strategies”

 Class will split into two groups, each responsible for explaining their reading to the other group

10/7: The New Economy (Late 1970s onward)

Sweet & Meiksins – Chapter 1 & Chapter 2

**Week 8:**

10/12: No Class, Fall Break

10/14: The New Economy and Inequality

Sweet & Meiksins –Chapter 3

Harrison, Tilly, and Bluestone – “Wage Inequality takes a Great U-Turn”

**Week 9:**

10/19: The New Economy and Inequality

Vidal – “Inequality and the Growth of Bad Jobs”

 Silva – “Working Class Growing Pains”

Tilly – “Geese, Golden Eggs, and Traps: Why Inequality is Bad for the Economy”

10/21: Fears and Security

Sweet & Meiksins – Chapter 4

Burgard, Brand and House – “Perceived Job Insecurity and Worker Health in the United States”

**Week 10:**

10/26: Work Schedules/Gender

Sweet & Meiksins – Chapter 5

Calarco, Meanwell, Anderson & Knopf – “By Default: How Mothers in Different-Sex Dual-Earner Couples Account for Inequalities in Pandemic Parenting”

10/28: Gender in the New Economy

Sweet & Meiksins – Chapter 6

Maume – “Glass Ceilings and Glass Escalators”

 *(Class discussion will involve a new article critiquing the idea that men get a wage advantage when they marry. If you’d like to read it ahead of class it is Ludwig & Bruderl’s “Is there a Male Marital Wage Premium” on Canvas).*

**Week 11:**

11/2: Gender in the New Economy

Quadlin – “The Mark of a Woman’s Record”

McLaughlin, Uggen, and Blackstone – “Sexual Harassment, Workplace Authority, and the Paradox of Power”

11/4: Intersectionality: Race in the New Economy

Sweet & Meiksins – Chapter 7

Pager – “The Mark of a Criminal Record”

**Week 12:**

11/9: Race in the New Economy Continued

 Readings TBA

11/11: Intersectionality: Race, gender and sexual orientation in the workplace

Elliot & Smith – “Race, Gender, and Workplace Power”

*Article on Sexual Identity and the Workplace TBA*

**Week 13:**

11/16: Classes in the New Economy

MacLeod – Excerpt from “Ain’t No Makin’ It”

Doran – “What is Middle Class in America? Examining Income and Occupation”

Various Authors – “Whitewashing the Working Class” (<https://contexts.org/articles/whitewashing-the-working-class>) (We’ll split up the components, and students will be responsible for describing their component to the class)

 11/18: Networks

Carruthers and Babb – Chapter 4

Grannovetter – “The Strength of Weak Ties”

Burt – “Structural Holes”

**Week 14:**

11/23: Globalization and the US

Perrucci and Wysong – “Global Economy and Privileged Class”

Rodriguez – “Workers Wanted: Employer Recruitment of Immigrant Labor”

11/25: No Class – Thanksgiving Break

**Week 15:**

11/30: Globalization and the Developing World (May change based on student interest)

Biggart and Guillen – “Developing Difference”

Blair and Gereffi – “Local Clusters in Global Chains”

12/1 & 12/2: Reading Days

**Final Exam:**

12/4: Final Exam @ 1:00pm