

Order and Change in Society¹:

Introduction to Sociology

SOC 1a, Tuesday, Wednesday & Thursday 6:30 to 9:00 pm

Summer Session II: July 7th-August 8th, 2025

Zoom: <https://brandeis.zoom.us/j/3175842958>

Instructor: Jonathan Jacob

Office Hours: By appointment only

E-mail: jjacob@brandeis.edu (best way to contact me)

Course Description

The goal of this course is to provide you with a basic introduction to sociology. Throughout the summer, we will define, apply, and reflect on core sociological principles, topics, themes, and problems – with the aim of learning to think like a sociologist. Sociologists address questions about how and why societies are organized as they are, how our lives are shaped by often invisible social forces, and how aspects of our identities – such as race, class, gender, and sexuality – structure our everyday experiences.

Broadly speaking, you can think of sociologists as the “MythBusters” of everyday life, minus all the cool gadgets. They develop novel theories and use a variety research methods to deconstruct taken-for-granted beliefs and empirically challenge common assumptions about how the world works. Sociologists might be Debbie Downers at dinner parties or *that kid* in discussions who always ruins the fun by asking, “But who benefits from this?” – but more often than not, they are helping people see the world with greater clarity, complexity, and care.

To introduce you to the field, we will read classic sociological texts and use them as very approachable ways of introducing and discussing sociological themes and contemporary topics that you will either find interesting or at the very least, timely and relevant to whatever is going on in the world at the time. You might not think of yourself as a sociology person but if you have come across terms like *structural racism*, know the name *Karl Marx*, and are curious about what they actually mean – or if you find yourself asking big questions about power, inequality, or social change – but have not had a chance to dig deeper – then this course is for you!

That said, it is tough to cover the entirety of sociology in a single semester – let alone in a one-month summer session. So, we will be doing a “speedrun” of sociology: moving quickly

¹ I (as instructor) reserve the right to change anything listed on this syllabus (and I might do that at some point). Any changes made will be announced in class and on Moodle. Shoutout to Professors Michael Strand and Sarah Mayorga, whom this syllabus owes a great deal.

through key concepts and debates, hitting the *highlight reel*, if you will, and skipping the less essential, boring stuff. There are no required textbooks, and you will not be tested on your ability to memorize sociological facts. Instead, you will learn what sociology is by engaging with it – through reading, discussion, and writing – using work by those who do sociology extremely well (i.e., the people we will be reading and watching this semester).

Learning Outcomes:

By the end of this course, you will be able to:

1. Describe how sociologists conceive of questions and problems using their “sociological imagination,” understand how sociologists explain the world differently than other scholars, and use sociology to “learn how to think,” or more specifically to think unusually about what seems usual, how to do this and even *why* to do this.
2. Define social structure and analyze how structural *force* shapes people's daily experiences, beliefs, desires and life-chances in patterned ways. Define agency and understand when, why, and how people have choice (“freedom”) in daily life. Recognize the ways in which social contexts shape this and how this in turn affects individual and group behavior.
3. Analyze and describe how culture influences the ways people live and are socialized. Articulate how your life has been shaped by the cultures in which you were raised and how your experiences compare to someone who was raised in different cultural contexts.
4. Understand what empirical research questions are and begin to develop literacy in the established principles of research design, data collection, and analysis required to address these questions. This requires the ability to develop and hone argumentative and writing skills.
5. Articulate what social theory is and begin to develop literacy in theoretical frameworks and the ways sociologists employ them.
6. Rigorously engage with core questions of social inequality, inequity, social identity, social structure, social meaning, and social justice. Note that this all includes the word “social.” Attempt some understanding of this general term in the process. This may include analyzing data about topics including gender, race, class and sexuality in the contemporary United States and global society.
7. Relate sociological frameworks to pressing social, economic, and political issues and policies. Consider the opportunities and responsibilities that come with understanding and engaging in discussions about social justice, social policy, social movements and the advancement of social change. This often necessitates learning to more carefully *listen*, *understand*, and *engage with* people who are

different from you along any number of axes, and developing more personal comfort *agreeing to disagree* with others and holding that disagreement in a professional rather than personal framework.

Requirements

I get it – it’s summer, and everyone has other things they would rather be doing. Some of you are doing internships, working part-time jobs, trying to take a well-earned break from the semester grind, or just looking to check off a requirement and move on. All totally fair. That is why I have designed this course to be as minimal in workload as possible when it comes to assignments – while still making sure that you walk away having learned something useful.

If it helps, you can think of this class as an *intensive* summer reading group: we will read thought-provoking sociology books and articles, talk about it together, and reflect on how it connects to our lives and the world around us. No busywork, no quizzes – just engagement, curiosity, and a little bit of structure to guide us through. In theory, if everyone keeps up with the reading and participates *thoughtfully*, there is no reason why the whole class should not be receiving A’s.

One of the best parts of taking SOC 1a in the summer is that you get to experience what is normally a 100-person lecture hall course in a much smaller, seminar-like setting. As such, I will be placing greater emphasis on interactive components – like discussion, reflection, and shared inquiry – so we can really learn with each other.

Attendance (20%)

Your attendance and class participation will be especially important and will make up a larger portion of your overall grade than they typically would during a regular semester. Since this class is held on Zoom, there are few additional considerations when it comes to what “attendance” means

First, please **show up to class – and on time** – as I will be taking attendance each day. This is pretty standard stuff. Missing class without an excuse or consistently arriving late will count as absences, and **points will be deducted accordingly. Repeated unexcused absences and tardies will affect your overall grade.** Of course, unexpected things can happen. It is therefore your responsibility to let me know either ahead of time or soon thereafter to avoid losing points.

Second, speaking and preparing to speak to an empty class is no fun. And speaking to a screen full of black boxes with cameras off is arguably worse. To help create a more engaging and human experience, I ask that you to **keep your cameras on at all times** (except during breaks), participate in discussions, and be present – not just logged in. You would not get away with hiding in the back of an in-person seminar, so this should not be any different. **If your camera is off for the duration of class, I will count it as an unexcused absence and deduct points accordingly. If this becomes a persistent problem, I may start cold calling students.**

I chose to hold this class virtually to make it more equitable and accessible – especially for those who

may have left town for the summer or are avoiding Boston's notoriously high rent. Please help uphold that spirit of accessibility by showing up, showing your face, and contributing to our shared learning space.

Class Participation (50%)

Class participation will make up a significant portion of your grade (50%) because your engagement is central to the learning experience. This is a compressed version of SOC 1A, and we will move quickly through a substantial amount of material. That means keeping up with the readings is essential!

One of the ways I will assess whether you have done the readings is by your ability to share your thoughts about them in class. Participation does not mean having the "right" answer – it means being willing to offer ideas, ask questions, make connections, and engage thoughtfully with your classmates. Speaking up often takes courage, especially if you are unsure or worried about being wrong. I want to recognize that effort and risk-taking by making it a core part of your grade this summer. In life, being able to engage thoughtfully, even when you are not 100% sure of your answer, is a valuable skill. This class is an opportunity to practice that.

While I am reluctant to prescribe a number for how many times you should speak in class, I understand that it may be helpful for some of you. As such, **you need to speak at least twice during each class to receive full participation credit.** However, my hope is that classes will feel conversational – more like a roundtable, with everyone pitching in. If I see that you are putting in genuine effort – whether through discussion, active listening, or meaningful engagement in breakout rooms – you'll receive full credit.

The rule of thumb is this: do the assigned readings, come to class prepared to say a few things about them, and chime in whenever you feel moved to do so.

That said, a few things to keep in mind when it comes to discussions:

- 1) I think it's awesome when students bring in experiences from their own lives. You should absolutely feel encouraged to relate the readings to your personal background or perspective. At the same time, please remember that not everyone in class shares the same experiences. Try to broaden your inquiry in a way that brings everyone in. Even adding something as simple as *"I wonder if you all have experienced something similar?"* may force you to reframe your inquiry, and can go a long way for others. If you're referencing a culturally specific term or situation, take a moment to briefly explain it so that all your peers can follow along and learn with you. Even some American terminology we often take for granted might not be familiar to students from international backgrounds – so a little extra context goes a long way in making the conversation more inclusive for everyone.
- 2) Keep an open mind and assume best intentions. We are all coming from different places, and sometimes we may stumble as we learn together. Giving each other the benefit of the doubt while also staying engaged and curious is key to creating a thoughtful, respectful learning environment.
- 3) It is a cliché but it's true: remember to have fun. Learning together should be engaging and energizing. Don't be afraid to laugh, share, and enjoy the process!

In-Class Writing Prompts (Not graded)

To provide some structure to our discussion, we will begin each class with a summary/recap of the readings, followed by a short in-class writing prompt that I will provide. These prompts are usually based on the readings for that day and are designed to get you thinking critically or questions things before we begin our discussion.

You don't need to worry about getting the answer "right" on these. What matters is that you take 5-10 minutes to engage thoughtfully with the prompt and use it as a chance to reflect on the material. These responses are not graded, but they help me understand how you're engaging with the readings and can shape the direction of our conversations.

These in-class writings are a low-stakes way to warm up your thinking, and they often lead to rich discussion. They also give everyone a chance to process the readings before speaking up, which can make participation more accessible.

Discussion Questions (20%)

For each class session, please **post one thoughtful personal comment AND one discussion question (2 total) related to the readings on Moodle**. This helps me understand how you are engaging with the material: 1) whether you are doing the readings, and 2) how your thinking aligns with or diverges from that of your peers. Your questions allow me to adjust class content and discussion dynamically in ways that reflect your interests and needs. For you, this is an opportunity to go deeper into the material, to reflect, and to practice intellectual curiosity.

That being said,

A personal comment is one that ties your own life experience with an idea or concept that you encountered in the readings. Use this as a space to be introspective – to consider how the readings resonate with your own experiences or challenge your assumptions.

A discussion question is designed to spark conversation among your peers. These are more abstract or theoretical in nature – not vague – but open-ended enough to invite different interpretations.

Here are some examples of good questions:

Personal comment: Growing up, my family emphasized academic achievement but had little familiarity with extracurricular activities like speech and debate, Model UN, theater, or sports – things my classmates seemed to know instinctively boosted college applications and teacher recognition. I often felt like I was missing an invisible guidebook. Looking back, I now see how cultural capital was not just about having knowledge, but knowing which knowledge mattered in certain settings.

Discussion question: How have you experienced moments where you felt either out of place or especially attuned to the "hidden curriculum" of school or work – those unwritten rules that signal value or legitimacy? How did you learn them, and who helped you along the way (or didn't)?

OR

Bourdieu argues that schooling reproduces social inequality through “misrecognition” of cultural capital as merit. Do you think elite institutions today are still structured in ways that reward the habitus of certain classes? How might this show up in both admissions and classroom dynamics?

Don’t worry if that felt a little dense. You are not expected to know all of this right away. By the end of the course, you will be the ones asking (and answering) these kinds of questions with confidence.

Now, for some examples of what not to do...

Too vague: What even is cultural capital?

Good instinct to ask a clarifying question but a simple Google search could have done the trick. Instead, try to be more specific. What about cultural capital is confusing? Is it its definition, how it operates, or how it is measured? Is there an example or two that you can bring to show me how it might be confusing to tell what is cultural capital and what is not?

Too surface: Do you agree or disagree with Bourdieu?

Which part? Sociologist Pierre Bourdieu wrote a lot and even within a single reading, there is a lot to unpack. What section(s) are you referring to?

Too obvious / yes-or-no answer: Is education related to class?

Answer is yes. The whole reading was probably about proving empirically that the two are, in fact, related. Elaborate. What kind of relationship? Was there something that surprised you?

Too personal, not analytical: I went to public school, and it was fine.

Personal experiences are great starting points but push further. What concepts from the reading help you think differently about that experience?

As you can tell, thoughtful questions are ones that 1) engage directly with a concept from the reading (e.g., cultural capital and habitus); 2) connect theory to lived experience; and 3) invite interpretation rather than yes-or-no answers. That is what you are aiming for – questions that show you are thinking actively and sociologically, not just passively summarizing. The goal is not to “get it right,” but to be curious, reflective, and open to complexity. If the question you post does not meet these expectations, you will not receive credit for it.

Final Presentation (10%)

Sociology “MythBusters” Assignment

Pick a contemporary social issue – anything that you think affects many people. In your presentation, describe the issue and explain why it is sociologically significant. How is this issue currently being discussed (if at all)? Who is doing the talking – media pundits, policymakers, activists, scholars? Do you agree with how the issue is being framed? Why or why not?

Apply **at least two sociological concepts** from our class to analyze the issue. How might a sociological lens add to or complicate existing public conversations? What assumptions or myths could it challenge? Identify any gaps in how the issue is being discussed and explain, from a sociological perspective, what is missing and why that matters.

You will give a **5–10 minute in-class presentation** (5%) on your topic. Presentation dates are on **Thursday, August 8**. We will dedicate class time to sign-ups and determine the order of presentations.

Final Grades will be based on your class attendance (20%), class participation (50%), discussion questions (20%), and final presentation (10%). Final grades will be calculated using the following point distribution:

98-100 A+	77-79 C+	60-63 D-
94-97 A	74-76 C	
90-93 A-	70-73 C-	
87-89 B+	67-69 D+	
84-86 B	64-66 D	
80-83 B-	60-63 D-	
	<6	

SUMMARY OF FINAL GRADE COMPONENTS

Attendance	20%
Class Participation	50%
Discussion Questions	20%
Final Presentation	<u>10%</u>
TOTAL	100%

Other Course Policies

Academic Integrity

Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. Infringement of academic honesty by a student subjects that student to serious penalties, which may include failure on the assignment, failure in the course, suspension from the University or other sanctions (see section 20 of R&R). Please consult Brandeis University Rights and Responsibilities for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software to verify originality. A student who is in doubt regarding standards of academic honesty as they apply to a specific course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. Allegations of alleged academic dishonesty will be forwarded to the Department of Student Rights

and Community Standards. Citation and research assistance can be found at Brandeis Library Guides - Citing Sources (<https://guides.library.brandeis.edu/c.php?g=301723>).

AI Policy

Look, it's inevitable. The robots are coming for all of us. At this point, AI and large language models are part of everyday life, and I am not opposed to their use for assignments. That said, I ask that you use these tools thoughtfully and in ways that support your learning, not just to rush through deadlines.

As sophisticated as AI can be, instructors can still tell when a paper has ChatGPT written all over it (at least for the time being). More importantly, relying too heavily on AI can short-circuit your own thinking, which defeats the purpose of higher education. Use AI if it helps you brainstorm, clarify your ideas, or explore examples – but make sure the final work reflects your understanding and voice.

If you do use AI to support your work, I encourage you to include a brief note at the end of your assignment (e.g., “Used ChatGPT to help outline Section II” or “Asked GPT-4 to clarify definitions of X and Y”). This won't count against you. If anything, it helps me understand your process and how you're engaging with the material.

However, if it becomes clear that you are using AI to generate entire assignments, you will receive a 0. If the authorship of your work is unclear, I may ask you to meet with me to explain your ideas and walk me through your writing process. This is not meant to be punitive, but rather to ensure academic integrity and your own learning.

Let's treat AI as a tool, not a shortcut.

Accommodations

Brandeis seeks to welcome and include all students. If you are a student who needs accommodations as outlined in an accommodations letter, please talk with me and present your letter of accommodation as soon as you can. I want to support you. In order to provide test accommodations, I need the letter more than 48 hours in advance. I want to provide your accommodations, but cannot do so retroactively. If you have questions about documenting a disability or requesting accommodations, please contact Student Accessibility Support at 781-736-3470 or access@brandeis.edu.

Missed and late assignments

Discussion Questions

There will be no extensions granted for missed discussion questions on Moodle, since they are tied to the day's readings and designed to prepare you for class. That said, I understand that life happens. You may make up missed discussion questions up to three times over the summer.

To make one up, you will need to submit a **1-page write-up by the end of Friday** in the week you missed the assignment. This write-up should include:

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- 1) A brief summary of the readings for that day
- 2) Your own critical engagement with them
- 3) (If you were in class) a reflection on what one of your peers said and your response to it

Make-up responses will receive up to 50% credit, since they do not support the in-the-moment discussion the same way the original assignment does.

Frankly, it is not worth missing them. They are just two straightforward questions meant to help you participate meaningfully in class. But if you need a second chance here and there, you've got some flexibility.

Final Presentation

Presentations cannot be rescheduled or made up. Since they're scheduled in advance and rely on group participation, you must be present at your assigned time.

Grade Change Policy

Requests for a grade change must be made in writing within one week of receiving the grade. I will reevaluate the assignment taking the reasons for the grade change request into consideration. Please note that any assignment reevaluation may also highlight flaws that I missed during the first reading and result in a lower grade.

Once final grades have been submitted, however, they are non-negotiable.

Academic Writing Center

I encourage you to take advantage of the writing assistance available at Brandeis. The Writing Center offers students free writing tutorial services. You can schedule an appointment on their website:

<https://www.brandeis.edu/writingprogram/writingcenter/>.

Library

The Brandeis Library collections and staff offer resources and services to support Brandeis students, faculty, and staff. These include workshops, consultations, collaboration, materials, and instruction on emerging trends in technologies such as machine learning, emerging trends in research such as data visualization, and emerging trends in scholarship such as open access. Librarians at the Circulation Desk, Research Help Desk, Archives & Special Collections, Sound & Image Media Studios, MakerLab, AutomationLab, and Digital Scholarship Lab are available to help you.

<https://www.brandeis.edu/library/about/index.html>

Student Support

Brandeis University is committed to supporting all our students so they can thrive. The following resources are available to help with the many academic and non-academic factors that contribute to student success (finances, health, food supply, housing, mental

health counseling, academic advising, physical and social activities, etc.). Please explore the many links on this Support at Brandeis page (<https://www.brandeis.edu/support/undergraduate-students/browse.html>) to find out more about the resources that Brandeis provides to help you and your classmates to achieve success

Course Schedule

I. What is Sociology? And what do Sociologists do?

Week 1: July 8, 9 & 10.

Tuesday 7/8: Introduction, The Sociological Imagination

Before Class:

- Read: Syllabus
- Watch: CrashCourse. (2017, March 13). *What Is Sociology?: Crash Course Sociology #1* [Video]. YouTube. <https://www.youtube.com/watch?v=YnCJU6PaCio>
- Mills, Charles Wright. (1959). "The Promise" In *The sociological imagination*, p. 1-6.

Wednesday 7/9 Social Structure: Do We Really Have Free Will? Thinking Micro/Meso/Macro

Before Class:

- Bourdieu, P. (2002). The forms of capital (R. Nice, Trans.). In N. W. Biggart (Ed.), *Readings in economic sociology* (pp. 280–291). John Wiley & Sons. (Original work published 1986)
- Binder, Amy J., Davis, Daniel B., & Bloom, Nick. (2016). Career funneling: How elite students learn to define and desire “prestigious” jobs. *Sociology of Education*, 89(1), 20-39.
- Listen: West, Stephen. (2023, September 6). *Episode #188 - Achievement Society and the rise of narcissism, depression and anxiety* [Audio podcast episode]. In *Philosophize This!*. <https://www.philosophizethis.org/podcast/episode-179-consciousness-hard-problem-18d98-td63g-47g5g-ha6yr-papmr-kaj7p-4ybpmpdh4b>

Thursday 7/10: Émile Durkheim and the Establishment of Sociology as a Discipline

Before Class:

- Watch: Emile Durkheim on Suicide & Society. . (2021).[Video/DVD] Crash Course Sociology. <https://video.alexanderstreet.com/watch/amile-durkheim-on-suicide-society>
- Listen: Kenney, Alex. (Host). (2020). *Week 3: Émile Durkheim* [Audio podcast episode]. In *Alex's Sociology Classes*. Apple Podcasts. <https://podcasts.apple.com/us/podcast/week-3-emile-durkheim/id1506806983?i=1000471027087>
- Read: Durkheim, Émile. (2002). "Suicide and Psychopathic States" In *Suicide: A study in sociology*. Taylor & Francis Group.

II. Classical Sociology

Week 2: July 15, 16, & 17.

Wednesday 7/15: Max Weber's Interpretive Sociology + Library Workshop

Before Class:

- Read: Laubepin, Frederique. (2013). How to read (and understand) a social science journal

article. *Interuniversity Consortium for Political and Social Research*.

- Weber, Max. (2001). *The protestant ethic and the spirit of capitalism*. Taylor & Francis Group.
 - Introduction by Anthony Giddens
 - Chapter 2: The “Spirit” of Capitalism
 - Chapter 4 (Selections): Religious Foundations of Worldly Asceticism (focus on Calvinism and the idea of the calling)
- Listen: Hsu, E., & Everuss, L. (2022, March 1). *Max Weber's bureaucracy* [Audio podcast episode]. In *The Sociology of Everything Podcast*. Adelaide University.
<https://open.spotify.com/episode/6wSUQfgheGIMyeBaqpjKxb>

Tuesday 7/16: Karl Marx, Historical Materialism, and Class Conflict

Before Class:

- Read: Marx, Karl (2000). “Karl Marx. Theses on Feuerbach” In *German ideology*. Electric Book Company.
 - Suggested read: Tosaka, Jun. (2024). .In *The Japanese ideology: a Marxist critique of liberalism and fascism*. Columbia University Press.
- Listen: Hsu, E., & Everuss, L. (2024, March 12). *Karl Marx's Alienated Labour* [Audio podcast episode]. In *The Sociology of Everything Podcast*. Adelaide University.
https://open.spotify.com/episode/5SjDOvXwOLqWyIrxPokIUY?go=1&sp_cid=cf4743387c879546d469d7d7524bf573&nd=1&dlsi=bfe544bbc15e40b7
- Marx, K., & Engels, F. (2019). *The communist manifesto*. In *Ideals and ideologies* (pp. 243-255). Routledge.
 - Listen: Hsu, E., & Everuss, L. (2022, February 24). *Karl Marx and Friedrich Engels' The Communist Manifesto* [Audio podcast episode]. In *The Sociology of Everything Podcast*. Adelaide University.
https://open.spotify.com/episode/5oY9bsFLTkmNvhFVkiRSHW?go=1&sp_cid=cf4743387c879546d469d7d7524bf573&nd=1&dlsi=c3bba132f65d4328

Thursday 7/17: W. E. B. Du Bois and Race

Before Class:

- Listen: Kenney, Alex. (Host). (2020). *Week 5: W.E.B. DuBois* [Audio podcast episode]. In *Alex's Sociology Classes*. Apple Podcasts. <https://podcasts.apple.com/se/podcast/week-5-w-e-b-dubois/id1506806983?i=1000472573855>
 - Suggested read: Du, B. W. E. B. (2017). *Of Our Spiritual Strivings*. In *The souls of black folk*. Restless Books.
 - Du Bois, W. E. B. (2017). *The White Worker*. In *Black Reconstruction in America: Toward a history of the part which black folk played in the attempt to reconstruct democracy in America, 1860-1880*. Routledge.
- Read: Taylor, Keeanga-Yamahtta. (2016). *From civil rights to colorblind & Barrack Obama: The end of an illusion*. In *From #blacklivesmatter to black liberation* (pp. 61-82; 142-159). Haymarket Books.

III. Book week

Week 3: July 22, 23, & 24.

Tuesday and Wednesday

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Thursday 7/24: The Rise of Pointless Work

Before Class:

- Read the entire book: Graeber, David. (2018). *Bullshit jobs: A theory*. Simon & Schuster.

IV. Topics in Sociology: The Economy, Culture, Gender

Week 4: July 29, 30, & 31.

Tuesday 7/29: The Economy and the Idea of a “Free” Market

Before Class:

- Read: Neil, Irwin. (2017, March 17). *What if sociologists had as much influence as economists?* The New York Times. <https://www.nytimes.com/2017/03/17/upshot/what-if-sociologists-had-as-much-influence-as-economists.html>
- Hirsch, Paul, Michaels, Stuart, & Friedman, Ray (1987). " Dirty hands" versus" clean models": Is sociology in danger of being seduced by economics?. *Theory and society*, 16(3) 317-336.
- Polanyi, K. (2002). Introduction & The self-regulating market and the fictitious commodities: Labor, land, and money. In *The great transformation* (pp. xviii-xxxviii; 71-80).

Wednesday 7/30: Culture

Before Class:

- Listen: West, Stephen. (2017, September 8). *Episode #110 - The Frankfurt School Pt. 3 - The Culture Industry* [Audio podcast episode]. In *Philosophize This!*. <https://www.philosophizethis.org/podcast/the-culture-industry>
- Read: Peterson, Richard. A., & Anand, N. (2004). The production of culture perspective. *Annual Review of Sociology*, 30(1), 311-334.
- Kim, Kyung Hyun, & Choe, Youngmin. (Eds.). (2014). Introduction. In *The Korean popular culture reader* (pp. 1-14). Duke University Press.

Thursday 7/31: Gender + Guest Lecture

Before Class:

- Read:
- Reeves, Richard V. (2022). Preface, Chapters 1, 2, and 10. In *Of boys and men: Why the modern male is struggling, why it matters, and what to do about it* (pp. 8-13, 15-42, 141-56). Brookings Institution Press.
 - Listen: Illing, Sean. (2022, December 12). *Men and boys are struggling. Should we care?* [Audio podcast episode]. In *The Gray Area with Sean Illing*. <https://www.vox.com/the-gray-area>
- ~~Marx Ferree, Myra. (2020). The crisis of masculinity for gendered democracies: Before, during, and after Trump. In *Sociological Forum*, 35, 898-917.~~

V. Topics in Sociology: Education, Labor, AI

Week 5: August 5, 6, & 7.

Tuesday 8/5: Getting an Education and a Job

Before Class:

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- Read: Lareau, Annette. (2011). Concerted Cultivation and the Accomplishment of Natural Growth. In *Unequal childhoods : Class, race, and family life* (pp. 20-33). University of California Press.
- Rivera, Lauren A. (2012). Hiring as cultural matching: The case of elite professional service firms. *American sociological review*, 77(6), 999-1022.
- Watch: Stanford Center on Poverty and Inequality. (2016, November 16). *Social Networks and Getting a Job: Mark Granovetter* [Video]. YouTube.
<https://www.youtube.com/watch?v=g3bBajcR5fE>
 - Suggested read: Granovetter, Mark S. (1973). The strength of weak ties. *American journal of sociology*, 78(6), 1360-1380.
 - Silva, Fabiana. (2018). The strength of Whites' ties: How employers reward the referrals of Black and White jobseekers. *Social Forces*, 97(2), 741-768.

Wednesday 8/6: AI, Wrap-Up

Before Class:

- Read: VandeHei, Jim, & Allen, Mike (2025, May 28). *A white-collar bloodbath*. *Axios*. Retrieved from <https://www.axios.com/2025/05/28/ai-jobs-white-collar-unemployment-anthropic>
- Butollo, Florian, & Nuss, Sabine, Herrmann, Jan-Peter. (Eds.). (2022). Introduction and Chapter 16. In *Marx and the robots : Networked production, ai and human labour* (pp. 10-17; pp. 224-235). Pluto Press.

Thursday 8/7 Presentations