

HSPS Tripos – Part 1, Soc1

Introduction to Sociology: Modern Societies I

(2017-18)

Paper Coordinator

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Lecturers

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Aims and Objectives

The course has three interconnected aims and objectives:

- to introduce students to the systematic study of society and social life
- to introduce students to the central debates concerning the nature of the modern era and its social consequences by exploring a selection of key sociological texts by Karl Marx, Max Weber and Emile Durkheim
- to provide students with a fundamental understanding of the major institutions that comprise, and issues that confront, modern societies

Course Content

The course introduces students to the discipline of sociology in two parts. In the Michaelmas term students are thoroughly acquainted with core sociological concepts and concerns (e.g. class, bureaucracy, social solidarity, social change). We do this through a critical engagement with the ideas of three central figures in the history of modern sociological thought: Karl Marx, Max Weber, and Emile Durkheim. Towards the end of Michaelmas and throughout Lent, we build on the foundations laid by the classical theorists and develop a systematic analysis of key institutions and aspects of modern societies including the following: the modern state and the rise of nationalism; citizenship and the welfare state; the media and public life; class and inequality; gender and sexual divisions; race and ethnicity. We conclude with a broader reflection on the changing nature of modern societies in our contemporary global age.

Mode of Teaching

The paper is taught through 18 two-hour lectures over three terms. A list of supervision topics is included in this paper guide and will also be available from the Faculty Office. Students will be expected to supplement the material acquired in lectures through their own reading of the literature recommended here and by supervisors. Required reading is starred.

Mode of Assessment

There is one three-hour written examination at the end of the year. Candidates must answer three questions from an undivided paper.

Supervision

Supervision is essential for this paper and will be arranged by Directors of Studies in the Colleges. It is recommended to have six to eight supervisions in total for this paper (including revision supervisions), covering six of the topics in this paper guide. A list of qualified supervisors is provided by the paper coordinator.

Part I: THEORIES OF MODERNITY (Michaelmas 2017)

Dr Teije Hidde Donker

Topic 1 – Karl Marx

(Michaelmas week 1)

This lecture introduces Marx's views on the transition to modern capitalism. Specific emphasis is given to two fundamental aspects of Marx's project: first, his observations regarding what is distinctive and problematic about modern society; and second, his materialist understanding of historical change.

a. Historical context

The first part addresses the particular intellectual and socio-political context within which Marx wrote. More specifically, we will consider how Marx was influenced by and reacted against German idealist philosophy and utopian socialist thought.

b. Historical Materialism and the Communist Revolution

The second part explores four texts that are distinctive of Marx's views. *Economic and Philosophical Manuscripts* includes a famous section on alienation, and *German Ideology* presents a basic outline of a materialist conception of history. Both demonstrate the influence of Feuerbach on the young Marx and the extent to which he distances himself from Hegel. *Communist Manifesto* is a polemical defence of historical materialism and argues that the collapse of capitalism is inevitable. *Grundrisse* is generally viewed as a transition piece, linking his earlier philosophical concerns with the more empirical emphases found in *Capital*.

c. Marx and Marxism: the legacy and its critics

The final part of this lecture deals with Marx's enduring influence, the varieties of Marxism, and its critics. We also assess the widely held view that recent social and political events refute the validity of Marx's views.

Reading

Allen, K. 2011. *Marx and the Alternative to Capitalism*. London: Pluto.

Aron, R. 1965. *Main Currents in Sociological Thought 1*. London: Penguin, pp. 111-182 (chapter 3).

Avineri, S. 1968. *The Social and Political Thought of Karl Marx*. Cambridge: Cambridge University Press.

Berlin, A. 1978. *Karl Marx*. Oxford: Oxford University Press.

Elster, J. 1986. *An Introduction to Karl Marx*. Cambridge: Cambridge University Press.

Eagleton, T. 2011. *Why Marx was Right*. New Haven: Yale University Press.

Kolakowski, L. 1978. *Main Currents of Marxism 1: The Founders*. Oxford: Oxford University Press.

MacKinnon, Catharine A. "Feminism, Marxism, Method, and the State: An Agenda for Theory." *Signs: Journal of Women in Culture and Society* 7, no. 3 (April 1, 1982): 515–44. doi:10.1086/493898.

* Marx, K. 1977 'Economic and Philosophical Manuscripts', 'German Ideology', 'Communist Manifesto' and 'Grundrisse' in *Karl Marx; Selected Writings*, ed. D. McLellan. Oxford: OUP, pp. 75-112, 159-191, 221-247, 345-387.

Robinson, Cedric J. *Black Marxism: The Making of the Black Radical Tradition*. Univ of North Carolina Press, 2005.

Rockmore, T. 2002. *Marx After Marxism; The Philosophy of Karl Marx*. Oxford: Blackwell.

Essays

1. Do you agree that Marx is a critic of capitalism but not of industrialisation?
2. Feminist scholars have critiqued Marx for failing to include gender in his historical materialism. Do you agree?

Topic 2 – Max Weber

(Michaelmas week 2)

These lectures introduce Weber's views about the transition to rational capitalism. As with the lectures on Marx, we consider two fundamental aspects of Weber's intellectual project: first, his observations regarding what is distinctive and problematic about modern society; and second, his interest in the role of unanticipated effects in history.

a. Historical context

The first part of this lecture explores the particular intellectual and socio-political context in which Weber wrote. It includes, amongst other things, a discussion of Weber's relationship to historical materialism, Nietzsche's influence, and Weber's position vis-a-vis the 'Methodenstreit'.

b. The Protestant Ethic and the Spirit of Capitalism

The second part introduces Weber's classic study of the relationship between Protestantism and rational capitalism. It explores Weber's use of Verstehen and the role of unintended effects of purposive action. The lecture also explores Weber's text on 'bureaucracy'. Emphasis is given to the following two themes: Weber's notion of rationalisation and the concept of ideal types.

c. Weberian sociology and its critics

The final part gives some indication of Weber's influence and assesses various critiques of Weberian sociology.

Reading

Aron, R. 1965. *Main Currents in Sociological Thought 2*. London: Penguin, pp. 185-258 (chapter 3).

Baert, P. 2005. *Philosophy of the Social Sciences : Towards Pragmatism*. Cambridge : Polity. (chapter 2)

Bendix, R. 1998. *Max Weber: An Intellectual Portrait*. London: Routledge.

Collins, H. *Weberian Sociological Theory*. Cambridge: Cambridge University Press. (esp. chapters 1, 2)

Giddens, A. 1976. "Introduction", in Weber, M. *The Protestant Ethic and the Spirit of Capitalism*. London: George Allen and Unwin, pp. 1-12.

Kasler, D. 1988. *Max Weber: An Introduction to his Life and Work*. Cambridge: Polity.

Mommsen, W.J. 1989. *The Political and Social Theory of Max Weber: Collected Essays*. Cambridge: Polity, especially pp. 109-168 (especially part III).

* Weber, M. 1976[1904]. *The Protestant Ethic and the Spirit of Capitalism*. London: George Allen and Unwin.

* Weber, M. 1991 'Bureaucracy', in *From Max Weber: Essays in Sociology*, eds. H.H. Gerth. and C.W. Mills. London: Routledge, pp. 196-244.

Zimmerman, Andrew. "Decolonizing Weber." *Postcolonial Studies* 9, no. 1 (2006): 53–79.

Essays

1. According to Weber, what makes bureaucracies efficient? Do you agree?
2. Critically discuss Weber's theory on the role of the Predestination doctrine in the development of early capitalism.

Topic 3 – Emile Durkheim

(Michaelmas week 3)

These lectures introduce Durkheim's views about the transition to a modern differentiated society. We focus on Division of Labour and Suicide, discussing it in two ways. Firstly, we consider Durkheim's thoughts on what is distinctive and problematic about modern society, and secondly his views concerning how society is held together.

a. Historical context

The first part of this lecture explores the particular intellectual and socio-political context in which Durkheim wrote. It includes a discussion of Durkheim's efforts to create a new academic discipline, the influence of Comtean positivist philosophy and the socio-political situation in the Third Republic in France.

b. Division of Labour, Suicide and other works

The second part introduces Durkheim's Division of Labour. We first discuss Durkheim's use of evolutionary theory to account for societal change. Second, we discuss his diagnosis of the problems of modern society, in particular the notion of anomie. We subsequently explore how some of the themes in Division of Labour are taken up in later works, including Rules of Sociological Method, Suicide and Elementary Forms of Religious Life.

c. Durkheimian sociology and its critics

The second part of this lecture explores Durkheim's legacy as manifest in the work of more recent social thinkers. It also discusses major criticisms of Durkheimian sociology.

Reading

Aron, R. 1965. *Main Currents in Sociological Thought 2*. London: Penguin, pp. 21-108 (chapter 1).

Baert, P. 2005. *Philosophy of the Social Sciences: Towards Pragmatism*. Cambridge: Polity. (chapter 1)

*Durkheim, E. 1984[1893]. *The Division of Labour in Society*. London: Macmillan.

*Durkheim, E. 1989 [1987] *Suicide; A Study in Sociology*. London: Routledge. (eBook: <http://lib.mylibrary.com/Open.aspx?id=14859>)

Giddens, A. 1978. *Emile Durkheim*. London: Fontana.

LaCapra, D. 1972. *Emile Durkheim; Sociologist and Philosopher*. London: Cornell University Press.

Lehmann, Jennifer M. "The Question of Caste in Modern Society: Durkheim's Contradictory Theories of Race, Class, and Sex." *American Sociological Review* 60, no. 4 (1995): 566–85.

Lukes, S. 1973. *Emile Durkheim; His Life and Work*. London: Allen Lane.

Nisbet, R. 1974. *The Sociology of Emile Durkheim*. London: Oxford University Press.

Parkin, F. 1992. *Durkheim*. Oxford: Oxford University Press.

Stedman-Jones, S. 2001. *Durkheim Reconsidered*. Cambridge: Polity.

Essays

1. What does Durkheim mean by anomie, and why does he regard it as problematic?
2. Discuss Durkheim's treatment of sex and race in his general theory of the division of labour.

Part II: The Study of Modern Societies (Michaelmas 2017 - Lent 2018)

SOCIAL INEQUALITIES

Dr Manali Desai

Topic 1 – Class and Inequality

(Michaelmas week 4)

- a. In this part of the lecture we will discuss various theories of class, examining how neo-Marxists and neo-Weberians have thought about class, and Bourdieu's variation on the theme.
- b. In this part of the lecture we will discuss empirical studies of class, examining evidence on the persistence and evolution of social class in modern Britain.

Reading

a.

*Skeggs, Beverly. 2004. *Class, Self, Culture*. Routledge. Chps 2-3.

*Wright, Erik Olin. 2004. 'Social Class,' Encyclopedia of Social Theory (ed. George Ritzer), Sage.

*Savage, M., Devine, F., Cunningham, N., Taylor, M., Li, Y., Hjellbrekke, J. & Miles, A. 2013. A new model of social class? Findings from the BBC's Great British Class Survey experiment. *Sociology*, 47(2), 219-250

Bourdieu, P. 1984. *Distinction: A Social Critique of the Judgement of Taste*. Cambridge: Harvard University Press. Esp 'Conclusion,' Pps. 466-484.

Crompton, R. 2008. *Class and Stratification*, 3rd ed., esp chps 2-4. Cambridge: Polity

Wright, E.O. 1997. *Class Counts: Comparative Studies in Class Analysis*. Cambridge: Cambridge University Press. Esp. chp 1.

b.

* McKenzie, L. 2015. *Estates, Class and Culture in Austerity Britain*. Bristol: Policy Press. Esp. Introduction, Chps 1 and 2.

*Goldthorpe, John. 1996. 'Class Analysis and the Reorientation of Class Theory: The Case of Persisting Differentials in Educational Attainment,' *British Journal of Sociology*, vol. 47, no. 3, pps. 481-505.

Fiona Devine. 1997. *Social Class in America and Britain*. Edinburgh University Press.

Polly Toynbee. 2003. *Hard Work: Life in Low-Pay Britain*. London: Bloomsbury.

Essays

- a. Do Savage et al make a convincing case for a new model of class? Why or why not?

b. Discuss and provide evidence for two mechanisms that enable class in modern Britain to persist.

Topic 2 – Race, Ethnicity and Racism

(Michaelmas week 5)

a. The first part of this lecture will discuss the concepts of ‘race’ and ‘ethnicity’ and how they are linked to contemporary inequalities.

b. In the second part of this lecture we will discuss the history of racism in the UK and beyond, considering how ethnic divisions can become racialized and lead to discrimination and violence.

Reading

a.

* Back, L. and J. Solomos. 2000. *Theories of Race and Racism: A Reader*. London: Routledge. Esp chps 2, 11, 25, 27, 30.

Anthias, F. and Yuval-Davis, N. 1992. *Racialized Boundaries*. London: Routledge.

Fenton, S. 2003. *Ethnicity*. Cambridge: Polity.

*Jenkins, R. 1997. *Rethinking Ethnicity*. London: Sage. Esp chps 1, 5, 6.

b.

Bulmer, M. and Solomos, J. 1999. *Racism*. Oxford: Oxford University Press. Esp read sections: ‘Institutional Forms of Racism’ and ‘Racism in the Twentieth Century’.

*Knowles, C. 2007. ‘The Landscape of Post-Imperial Whiteness in Rural Britain’, *Ethnic and Racial Studies*, 31 (1); 167-184.

*Werbner, P. (2013) ‘Folk Devils and Racist Imaginaries in a Global Prism: Islamophobia and Anti-Semitism in the Twenty-First Century’, *Ethnic and Racial Studies*, 36, 3: 450-67.

Telles, E.E., 2014. *Race in Another America: The Significance of Skin color in Brazil*. Princeton University Press.

Bonillo Silva, Eduardo. 2007. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*, 2nd ed.,. Lanham, MD: Rowman and Littlefield.

Essays

a. What are the similarities and differences (if any) between the concepts of race and ethnicity?

b. Discuss two key social or cultural mechanisms by which racism persists in contemporary culture (you can choose a non-western country or a country other than the UK)?

Topic 3 – Nations and Nationalisms

(Michaelmas week 6)

a. This part of the lecture addresses the rise of the nation and nationalism in Europe and beyond.

b. In this part of the lecture we will ask whether nationalism is on the decline in the face of globalization.

Reading

a.

* Smith, Anthony. 1991. *The Ethnic Origins of Nations*. London: Wiley. Esp. chps 1, 2, 6, 7.

* Anderson, B. 1991. *Imagined Communities*. Esp chps 1 and 8. London: Verso.

Gellner, E. 1983. *Nations and Nationalism*. Ithaca: Cornell University Press.

Billig, Michael. 1995. *Banal Nationalism*. London: Sage.

Chatterjee, Partha. 1986. *Nationalist Thought and the Colonial World*. London: Zed Books. Esp Chp 1.

b.

Featherstone, M. 1990. *Global Culture: Nationalism, Globalization and Modernity* (Vol. 2). Sage.

* Smith, A. 1995. *Nations and Nationalism in a Global Era*. Esp chps 1, 4 and 6. Cambridge: Polity.

* Appadurai, A., 1990. "Disjuncture and Difference in the Global Cultural Economy," *Theory, Culture & Society*, 7(2), pp.295-310.

Ohmae, K. 1994. *The Borderless World*. London: HarperCollins.

Essays

a. Discuss the strengths and weaknesses of Anthony Smith's theory of the ethnic origins of nations.

b. Discuss, using examples, how 'globalization' both erodes and strengthens nationalism.

Topic 4 – Gender, Sexuality, and Intersectionality

(Michaelmas week 7)

- a. In this part of the lecture we will discuss the category of ‘gender’; how is it constructed, and why is it so powerful? How are gender and sexuality related?
- b. What is ‘intersectionality’ in sociology and why is it important?

Reading

a.

* Connell, R.W. 2002. *Gender*. Cambridge: Polity. Esp. chps 4, 5, 7.

*Schilt, K. and Westbrook, L., 2009. “Doing Gender, Doing Heteronormativity: “Gender Normals,” Transgender People, and the Social Maintenance of Heterosexuality,” *Gender & Society*, 23(4), pp.440-464.

* Jackson, Stevi and S. Scott.(eds). 1996. *Feminism and Sexuality*. Edinburgh: Edinburgh University Press. Esp. chps 1.1, 1.6, 2.3, 2.7, 3.2, 3.4, 4.2

Connell, R.W. 1995. *Masculinities*. Parts I and II. Four Studies of the Dynamics of Masculinity. Berkeley: University of California Press.

b.

* Collins, Patricia Hill. 1991. *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. London: Routledge. Chp 1.

Mohanty, Chandra Talpad, J. Russo and L. Torres. Eds. 1991. *Third World Women and the Politics of Feminism*. Ann Arbor: University of Michigan Press.

Davis, Angela. 2011. *Women, Race, and Class*. Vintage.

*Crenshaw, K. 1991. Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. *Stanford law review*, 1241-1299.

* Brah, A., & Phoenix, A. 2013. ‘Ain’t I A Woman? Revisiting Intersectionality,’ *Journal of International Women's Studies*, 5(3), 75-86.

Lorde, Audre. 1984. “Age, Race, Class, and Sex: Women Redefining Difference“, in *Sister Outsider: Essays and Speeches*. Freedom, CA: Crossing Press. (other edition OK too).

Essays

- a. Are gender and sexuality fundamentally intertwined, or should they be considered as entirely separate analytical frameworks?
- b. Discuss two ways in which the theory and method of intersectionality challenges white, western feminism (or feminist theory).

Topic 5 – The Politics of Inequality

(Michaelmas week 8)

- a. This part of the lecture discusses the rise in global inequality and considers some of the causes.
- b. This part of the lecture discusses the consequences of these inequalities with a focus on the consequences of austerity.

Reading

a.

*Therborn, Goran. 2013. *The Killing Fields of Inequality*. Cambridge: Polity. Chapters 7 and 8.

*Held, David and Aysa Kaye. 2007. *Global Inequality: Patterns and Explanations*. Polity. Chps 2-3.

Platt, L. 2011. *Understanding Inequalities*. Cambridge: Polity. Esp chps 1-2

b.

*Pickett, Kate and P. Wilkinson. 2009. *The Spirit Level: Why Equality is Better for Everyone*. London: Penguin Books. Esp chps 1-3.

*Clark, Tom and Anthony Heath. 2014. *Hard Times*. New Haven: Yale University Press. Chps 1-2.

Brah, Avtar et al. February 2015. 'Introduction', 'Feminism and the Politics of Austerity,' *Feminist Review*, Vol. 109, issue 1, pps. 1-7.

Atkinson, W., Roberts, S. and Savage, M. 2013. *Class Inequality in Austerity Britain*. Palgrave Macmillan. Chps 2-3.

Essays

- a. Why has inequality grown steadily during the past two decades?
- b. Discuss two important consequences of recent austerity measures in the UK, using evidence to show these effects.

POWER & SOCIETY

Dr. Teije Hidde Donker

Topic 1 – Understanding Power

(Lent week 1)

- a) This part of the lecture introduces the concept of power by discussing different approaches to understanding power: realist, behaviorist, and post-structuralist ones.
- b) The second part of the lecture discusses how these different views on power relate to issues of social inequality such as class, sexuality, gender and race.

Reading

a)

Schmidt, Brian C. “Competing Realist Conceptions of Power.” *Millennium* 33, no. 3 (June 1, 2005): 523–49.

* Mann, Michael. *The Sources of Social Power: Volume 1, A History of Power from the Beginning to AD 1760*. Cambridge University Press, 2012. [Chapter 1]

Poggi, Gianfranco. *Forms of Power*. John Wiley & Sons, 2016. [Introduction, Chapter 1, 2]

* Lukes, Steven. *Power: A Radical View, Second Edition*. Palgrave Macmillan, 2005. [Chapter 1]

* Castells, Manuel. *Communication Power*. OUP Oxford, 2013. [Chapter 1]

Grenfell, Michael James, ed. “Habitus.” In *Pierre Bourdieu: Key Concepts*, 48–64. Routledge, 2014.

See also Bourdieu, P., and L. J. D. Wacquant. *An Invitation to Reflexive Sociology*. University of Chicago Press, 1992. [Esp. part I]

* Foucault, Michel. “The Subject and Power.” In *Michel Foucault*, edited by H. Douglas and P. Rabinow, 208–26, 1982.

b)

Foucault, Michel. *The Foucault Reader*. Pantheon Books, 1984. [pp. 257-330]

MacKinnon, Catharine A. “Feminism, Marxism, Method, and the State: An Agenda for Theory.” *Signs: Journal of Women in Culture and Society* 7, no. 3 (April 1, 1982): 515–44.

Essays

1. Discuss the advantages and disadvantages of realist, behaviorist and post-structuralist approaches to power
2. Which approaches to power do you consider more useful in social analysis, and why?

Topic 2 – Political Power: The Rise of the Modern State and the Welfare State

(Lent week 2)

- a) In the first part of the lecture we explore different views on the causes and distinctiveness of the modern state.
- b) In the second part of the lecture we explore the rise and possible decline of the welfare state.

Reading

a)

Brenner, Neil, Bob Jessop, Martin Jones, and Gordon Macleod. *State / Space: A Reader*. John Wiley & Sons, 2008.

* Escolar, Marcelo. "Exploration, Cartography and the Modernization of State Power." *International Social Science Journal* 49, no. 151 (March 1, 1997): 55–75.

Mann, Michael. *Sources of Social Power; Volume II, The Rises of Classes and Nation-States, 1760-1914*. Cambridge University Press, 1993. [Especially chapters 2, 3, 7, 8, 20]

*Tilly, Charles. *Coercion, Capital and European States AD 990-1990*. Blackwell, 1993 (Especially chapters 1-4.)

Tilly, Charles. "War Making and State Making as Organized Crime." In *Bringing the State Back In*, edited by Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol. Cambridge University Press, 1985.

b)

Brady, David. *Rich Democracies, Poor People: How Politics Explain Poverty*. Oxford University Press, 2009.

Hemerijck, Anton. *Changing Welfare States*. Oxford University Press, 2013. [Chapter 5]

*Esping-Anderson, Gøsta. *The Three Worlds of Welfare Capitalism*. Princeton University Press, 1990. [Especially chapter 1]

Pierson, Paul. *The New Politics of the Welfare State*. John Hopkins University Press, 1996.

Pierson, Paul. *Beyond the Welfare State?* 3rd ed. Polity, 2006. [Especially chapters 5-7.]

Essays:

1. What were the main causes of the rise of the modern nation-state?
2. Has the welfare state been dismantled?

Topic 3 – Political Power: State & Revolution

(Lent week 3)

- a) In the first part of the lecture we explore different views on the causes and consequences of revolutions and discuss how these views relate to specific approaches to power and the state.
- b) The second part of the lecture discusses how globalization can influence the emergence and development of revolutionary movements.

Reading

a)

Kimmel, Michael S. *Revolution, a Sociological Interpretation*. Temple University Press, 1990. [Chapter 1-3, 6]

* Goldstone, Jack A. *Revolutions: Theoretical, Comparative, and Historical Studies*. Wadsworth/Thomson Learning, 2003. [Introduction, Chapter 1-3]

* Skocpol, Theda. *Social Revolutions in the Modern World*. Cambridge University Press, 1994. [Chapter 4, 7, 8]

Foran, John. *Theorizing Revolutions*. Routledge, 2003. [Chapter 2, 5, 8]

* Sanderson, Stephen K. *Revolutions: A Worldwide Introduction to Political and Social Change*. Routledge, 2015. [Chapter 4-5]

b)

* Castells, Manuel. *Networks of Outrage and Hope: Social Movements in the Internet Age*. John Wiley & Sons, 2013. [Chapter 1-2]

Kandil, Hazem. "Why Did the Egyptian Middle Class March to Tahrir Square?" *Mediterranean Politics* 17, no. 2 (July 1, 2012): 197–215.

Foran, John. *Theorizing Revolutions*. Routledge, 2003. [Chapter 6, 7]

Sharp, Gene. *From Dictatorship to Democracy: A Conceptual Framework for Liberation*. Albert Einstein Institution, 2008. [Chapter 1-5]

Essays

1. What causes revolutions? Are they becoming less likely?
2. Is the use of violence a necessary characteristic of a definition of revolutions?

Topic 4 – Military Power: War & Society

(Lent week 4)

- a) The first part of this lecture discusses the changing character of collective violence in society.
- b) In the second part of this lecture we explore debates on the emergence of “new wars” and the US led “war on terror”.

Reading

a)

* Clausewitz, Carl von. *On War*. Princeton University Press, 1989. [Book I, Chapter 1-3, 7; Book VIII, Chapter 2, 6]

See also Strachan, Hew, and Andreas Herberg-Rothe. *Clausewitz in the Twenty-First Century*. OUP Oxford, 2007. [Chapter 1]

* Kaldor, Mary. *New and Old Wars: Organised Violence in a Global Era*. John Wiley & Sons, 2013. [Introduction]

Hardt, Michael, and Antonio Negri. *Multitude: War and Democracy in the Age of Empire*. Penguin, 2005. [Book I: War]

* Malešević, Siniša. *The Sociology of War and Violence*. Cambridge University Press, 2010. [Introduction, Chapter 1, 2, 10]

b)

Kaldor, Mary. *New and Old Wars: Organised Violence in a Global Era*. John Wiley & Sons, 2013. [Chapter 7]

Dudziak, Mary L. *War Time: An Idea, Its History, Its Consequences*. Oxford University Press, USA, 2012. [Chapter 4]

Enloe, Cynthia. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Univ of California Press, 2014. [Chapter 1, 4]

Shaw, Martin. *The New Western Way of War: Risk-Transfer War and Its Crisis in Iraq*. Polity, 2005. [Chapter 1, 3, 4]

Essays

1. Discuss if contemporary warfare can be considered “new”.
2. Discuss the “war on terror” and how it relates to the changing position of the state in society.

Topic 5 – Ideological Power: Neoliberalism

(Lent week 5)

- a) The first part of this lecture discusses different approaches to the concept of ideology and how these relate to realist and post-structuralist views of power.
- b) In the second part of this lecture we discuss the causes and consequences of the emergence and global dominance of neoliberal ideology.

Reading

a)

Mannheim, Karl. *Ideology and Utopia*. Routledge, 2013. [Chapter 1 and 2]

Arendt, Hannah. *The Origins of Totalitarianism*. Penguin UK, 2017. [Chapter 12, 13]

* Freedman, Michael. *Ideologies and Political Theory: A Conceptual Approach*. Clarendon Press, 1996. [CH1, 2]

* Thompson, John B. *Ideology and Modern Culture: Critical Social Theory in the Era of Mass Communication*. John Wiley & Sons, 2013. [Introduction, Chapter 1]

Therborn, Goran. *The Ideology of Power and the Power of Ideology*. Verso, 1999. [Introduction, Chapter 1, 6]

* Eagleton, Terry. *Ideology*. Routledge, 2014. [Chapter 1]

b)

Harvey, David. *A Brief History of Neoliberalism*. Oxford University Press, 2007. [Introduction, Chapter 1, 4]

Mann, Michael. *The Sources of Social Power: Globalizations, 1945-2011: Volume 4*. New York: Cambridge University Press, 2012. [Chapter 6]

Fukuyama, Francis. "The End of History?" *The National Interest*, no. 16 (1989): 3–18.

Bourdieu, Pierre. *Political Interventions: Social Science And Political Action*. Edited by Franck Poupeau. Translated by David Fernbach. London ; New York: Verso, 2008. [pp. 288-293]

Ong, Aihwa. *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*. Duke University Press, 2006. [Introduction, chapter 3]

Essays

1. If ideologies are only about ideas, how can they become a source of power?
2. Weber famously stated that the state has a monopoly on violence. Can we also say that the state has a monopoly on symbolic, ideological, violence?

Topic 6 – Combined Power: Globalization & Neoliberalism

(Lent week 6)

- a) In the first part of the penultimate lecture we compare the notions of empire and globalization in relation to state, military and ideological power.
- b) In the second part we conclude the course by exploring possibilities for individual opposition to dominant powers in a world shaped by globalization & empire.

Reading

a)

* Hardt, Michael, and Antonio Negri. *Empire*. Harvard University Press, 2001. [Chapter 1.1, 1.2, 4.3]

Mann, Michael. *Incoherent Empire*. Verso, 2005. [Introduction, Chapter 1- 4].

Hobsbawm, E. J. *On Empire: America, War, and Global Supremacy*. New Press, 2009. [Introduction, Chapter 4]

b)

Hardt, Michael, and Antonio Negri. *Multitude: War and Democracy in the Age of Empire*. Penguin, 2005. [Part III: Democracy]

* Porta, Donatella della, Sidney G. Tarrow, W Lance Bennett, Donatella Della Porta, Mario Diani, Erik Johnson, Felix Kolb, et al. *Transnational Protest and Global Activism*. Rowman & Littlefield Publishers, 2004. [Chapter 1, 10]

* McCarthy, Ronald M., Gene Sharp, and Brad Bennett. *Nonviolent Action: A Research Guide*. Routledge, 2013. [Chapter 6.]

Ong, Aihwa. *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*. Duke University Press, 2006. [Chapter 5]

Essays

1. Is Imperialism still possible today?
2. How does globalization alter international power relations?

Topic 7 – Further Aspects of Globalization: Culture and the Environment

(Lent week 7)

- a) In this first part of the final lecture, we explore the cultural manifestations of globalization.
- b) In the second part, we discuss current global challenges we face in relation to our environment.

Reading

a)

Hopper, Paul. *Understanding Cultural globalization*. Polity Press, 2007. [Especially chapters 3, 4].

*Martell, Luke. *The Sociology of Globalization*. Polity Press, 2016. [Chapters 2-4]

Nederveen Pieterse, Jan. *Globalization and Culture: Global Mélange*. Rowman and Littlefield, 2003.

Ritzer, Georges. *Blackwell Encyclopedia of Globalisation*. Wiley-Blackwell, 2012. [Chapters on 'Cultural globalisation', 'Cultural Imperialism', 'Glocalization', 'Globalization and the Mass Media', 'World Culture']

Thompson, Craig J., and Zeynep Arsel. "The Starbucks Brandscape and Consumers' (Anticorporate) Experiences of Glocalization." *Journal of Consumer Research* 31, no. 3 (December 1, 2004): 631–42.

b)

*Newell, Peter. *Globalization and the Environment; Capitalism, Ecology and Power*. Polity Press, 2012. [Especially chapter 1]

Christoff, Peter and Robyn Eckersley. *Globalization and the Environment*. Rowman & Littlefield, 2013.

Newell, Peter and J. Timmons Roberts. Eds. *The Globalization and Environment Reader*. Wiley-Blackwell, 2017. [Especially the introduction]

Weller, Robert P. *Discovering Nature: Globalization and Environmental Culture in China and Taiwan*. Cambridge University Press, 2006. [Chapter 1, 5, 6, 7]

Essays

1. Are we becoming a world culture?
2. In what sense is the environment a global problem, demanding global solutions?

Revision Session

(Lent week 8)

We use the final week of Lent for Revision.

Further information:

a) How this course relates to others

This paper provides students with grounding in some of the classic texts of social thought, with an introduction to some of the key concepts in sociology today and with an understanding of some of the core institutions of modern societies. The paper provides the foundations for more advanced coursework in sociology at the IIA and IIB levels.

b) Supplementary Reading List

Alexander, J.C. and K.Thompson. 2011. *A Contemporary Introduction to Sociology; Culture and Society in Transition*. 2nd Edition. Boulder: Paradigm.

Bourdieu, P. 1993. *Sociology in Question*. London: Sage.

Giddens,A. 2015. *Sociology (7th edition)*. Cambridge: Polity.

Mills, C. W. 1959. *The Sociological Imagination*. New York: Oxford University Press.

c) Student Feedback

Your chance to put forward your opinions on the papers you take!

For Sociology Papers, student feedback is collected via hard-copy anonymous questionnaires distributed at various points in the academic year. It is crucial that you fill these out and give feedback on your papers. Getting good feedback from students makes the course better and shows the outside world how Cambridge degrees consider their students' views.

Course organisers take students' concerns and suggestions into consideration each year when preparing their paper outlines and selecting supervisors for the year. So please remember to fill out a form.