

University of Cambridge
Faculty of Human, Social and Political Science
Part 1, Paper 2 for the academic year 2012-2013
Modern Societies

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Outline of the Course

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 by lectures (34 over three terms). Supervision is essential for this paper and should be arranged in consultation with a Director of Studies. It is recommended to have six to eight supervisions in total for this paper (including revision supervisions). 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 by lecturers and supervisors.

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

Supervisions for this paper are organized by Directors of Studies in the Colleges. A list of qualified supervisors is provided by the course coordinator.

Outline of Lectures

Part I: Theories of Modernity (Michaelmas 2012)

Dr. Filipe Carreira da Silva and Dr. Patrick Baert

Lectures 1-4: Karl Marx

These lectures introduce Marx's views about the transition to modern capitalism. We focus on four texts, *Economic and Philosophical Manuscripts*, *German Ideology*, *Communist Manifesto* and *Grundrisse*. 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.

1. Historical context

This lecture 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.

2. *Economic and Philosophical Manuscripts* and *German Ideology*

This lecture explores these two texts, which both demonstrate the influence of Feuerbach on the young Marx and the extent to which he distances himself from Hegel. *Economic and Philosophical Manuscripts* includes a famous section on alienation, and *German Ideology* presents a basic outline of a materialist conception of history.

3. *Communist Manifesto* and *Grundrisse*

This lecture considers these two texts, which are both remarkably wide-ranging in scope. *Communist Manifesto* is a polemical defense 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*.

4. Marx and Marxism: the legacy and its critics

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 List (lectures 1-4)

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.

* 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.

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

Blackwell.

Wolff, J. 2002. *Why Read Marx Today?* Oxford: Oxford University Press.

Lectures 5-8: Max Weber

These lectures introduce Weber's views about the transition to rational capitalism. The lectures focus on two texts, *The Protestant Ethic and the Spirit of Capitalism* and 'Bureaucracy'. 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.

5. Historical context

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'.

6. The Protestant Ethic and the Spirit of Capitalism

This lecture 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.

7. Bureaucracy

This lecture discusses Weber's text on 'bureaucracy'. Emphasis is given to the following two themes: first, Weber's general ideas concerning rationalisation; and second, the concept of ideal types.

8. Weberian sociology and its critics

This lecture gives some indication of Weber's influence on otherwise very different authors (for example, Adorno, Bauman and Boudon). It also assesses various critiques of Weberian sociology.

Reading List (lectures 5-8)

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. (eBook:

http://hooke.lib.cam.ac.uk/cgi-bin/bib_seek.cgi?cat=depfacoz&bib=394325)

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. (eBook: http://hooke.lib.cam.ac.uk/cgi-bin/bib_seek.cgi?cat=depfacoz&bib=394325)

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

Weber, M. 1961[1923] *General Economic History*. New York: Collier Books (chapters 22, 30).

Lectures 9-12: Emile Durkheim

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.

9. Historical context

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.

10. Division of Labour

This lecture introduces Durkheim's *Division of Labour* in two parts. First, it discusses Durkheim's use of evolutionary theory to account for societal change. Second, it discusses Durkheim's diagnosis of the problems of modern society, in particular the notion of anomie.

11. Suicide and other works

This lecture explains 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*.

12. Durkheimian sociology and its critics

This lectures explores Durkheim's legacy as manifest in the work of more recent social thinkers including Claude Levi-Strauss, Pierre Bourdieu, Randall Collins and Jeffrey Alexander. It also discusses major criticisms of Durkheimian sociology.

Reading List (lectures 9-12)

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://hooke.lib.cam.ac.uk/cgi-bin/bib_seek.cgi?cat=depfacoz&bib=408815)

- Giddens, A. 1978. *Emile Durkheim*. London: Fontana.
- LaCapra, D. 1972. *Emile Durkheim; Sociologist and Philosopher*. London: Cornell University Press.
- 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.

Essay questions (lectures 1-12)

1. "In direct contrast to German philosophy which descends from heaven to earth, here we ascend from earth to heaven" (Marx). Discuss.
2. For Marx, what are the evils of capitalism, and how are they to be resolved in the future?
3. According to Weber, what is the role of the Predestination doctrine in the development of early capitalism? Do you agree?
4. According to Weber, what makes bureaucracies efficient? Do you agree?
5. What does Durkheim mean by anomie, and why does he regard it as problematic?
6. Is Durkheim's use of biological metaphors to explain society inherently conservative?

Part II. The Study of Modern Societies (Michaelmas 2012-Lent 2013). Prof John Thompson

The aim of these lectures is to introduce some of the core concepts and concerns of contemporary sociology by analysing some of the main institutional transformations that have shaped the development of modern societies. What are modern societies? How do they differ from earlier forms of society and how are they changing today?

The lectures are concerned above all with the changing forms of power and inequality in modern societies. They examine the nature of power and how it is organized; the key dimensions of inequality; and how power and inequality are changing in our contemporary global age.

While the lectures assume some familiarity with the writings of classical social thinkers, the focus is on the work of sociologists and social thinkers writing in the period from the 1950s to the present. Students are encouraged to read some classic texts of contemporary sociology as well as some of the most recent research on the topics discussed.

I: Power and the Modern State (Michaelmas Term, weeks 7-8)

Lecture 1: The development of the modern state

This lecture will examine the basic forms of power in relation to the rise of the modern state. It will consider whether we can provide a convincing sociological explanation of why the nation-state emerged as the predominant form of political organization in the modern world.

Essay question: Why has the nation-state become the predominant form of political power in the modern world?

Reading

Mann, M. 1986. *The Sources of Social Power*, vol. 1, ch. 1. Cambridge: Cambridge University Press.

*Tilly, C. 1990. *Coercion, Capital, and European States*, esp. chs. 1-3. Oxford: Blackwell.

Lecture 2: The rise of nationalism

This lecture will focus on the rise of nationalism as a social and political phenomenon. It will examine several sociological theories of nations and nationalism and will explore the connections between nationalism and ethnicity.

Essay question: *Either* Why has nationalism become such a powerful force in the modern world? *Or* How would you explain the resurgence of nationalism in recent years?

Reading

*Smith, A. 2001. *Nationalism*. Cambridge: Polity.

*Gellner, E. 1983. *Nations and Nationalism*. Oxford: Blackwell.

*Anderson, B. 1991. *Imagined Communities*, 2nd ed. London: Verso.

Smith, A. 1986. *The Ethnic Origins of Nations*, esp. chs. 1, 6 and 7. Oxford: Blackwell.

*Smith, A. 1995. *Nations and Nationalism in a Global Era*. Cambridge: Polity.

Connor, W. 2004. 'The timelessness of nations', in M. Guibernau and J. Hutchinson (eds), *History and National Identity*. Oxford: Blackwell.

Lecture 3: Citizenship and the welfare state

This lecture will focus on the rise of the welfare state and examine some of the classic sociological literature on citizenship, social rights and welfare.

Essay question: Why do Western societies have welfare states?

Reading

*Marshall, T.H. 1950. *Citizenship and Social Class*. Cambridge: Cambridge University Press.

*Esping-Andersen, G. 1990. *The Three Worlds of Welfare Capitalism*, esp. ch. 1. Cambridge: Polity.

Lecture 4: New challenges to the welfare state

This lecture will examine some of the attempts to restructure welfare states in the period since 1980. Why have many governments thought it necessary to reform welfare policies, and why do their attempts at reform so often encounter resistance?

Essay question: Is the welfare state being dismantled today?

Reading

Pierson, C. 2006. *Beyond the Welfare State?* 3rd ed., esp. chs. 5-7. Cambridge: Polity.

*Esping-Andersen, G. (ed.) 1996. *Welfare States in Transition*, esp. ch. 1. London: Sage.

*Pierson, P. 1994. *Dismantling the Welfare State?* Cambridge: Cambridge University Press.

*Pierson, P. 1996. 'The new politics of the welfare state', *World Politics*, vol. 48 (1996), 143-79. Reprinted in C. Pierson and F. Castles (eds.), *The Welfare State Reader*, 2nd ed. Cambridge: Polity.

II: The Media and Public Life (Lent Term, weeks 1-2)

Lecture 5: The media and their impact (I): critical theories of the media

This lecture will discuss the rise of the media and their significance in the formation of modern societies. It will examine some early critical theories of the media and their impact.

Essay question: Do the media have the power to shape public opinion?

Reading

*Adorno, T. and Horkheimer, M. 1972. 'The Culture Industry', in *Dialectic of Enlightenment*, pp. 120-67. New York: Continuum.

Habermas, J. 1989. *The Structural Transformation of the Public Sphere*. Cambridge:

Polity, esp. pp. 14-43, 181-211.

Lecture 6: The media and their impact (II): the empirical study of media effects

This lecture will continue the discussion of the impact of the media by examining some of the early empirical studies of media effects, the theory of agenda-setting and some of the more recent work on the media and elections.

Essay question: as above.

Reading

*Katz, E. and Lazarsfeld, P. 1955. *Personal Influence*, esp. Part I, chs. 1 and 2, Part II, chs. 1 and 14. Glencoe, Ill.: The Free Press.

*Gitlin, T. 1978. 'Media sociology: The dominant paradigm', *Theory and Society*, vol. 6, no. 2: 205-53, esp. pp. 205-24.

*McCombs, M. and Shaw, D. 1972. 'The agenda-setting function of mass media', *Public Opinion Quarterly*, 36: 176-87.

McCombs, M. 2004. *Setting the Agenda: The Mass Media and Public Opinion*. Cambridge: Polity.

*Miller, W. 1991. *The Media and Voters*, esp. ch. 8. Oxford: Oxford University Press.

Newton, K and Brynjin, M. 2001. 'The national press and party voting in the UK', *Political Studies*, 49/2: 265-85.

Lecture 7: The new visibility: the media and the transformation of public life

This lecture will explore the thesis that the development of the media has transformed the nature of public life by creating a new form of 'visibility'. The media create new opportunities for political leaders to appear before others and express their views, but they also create new risks.

Essay question: How have the media altered the ways in which politicians and political parties relate to the public?

Reading

*Thompson, J. 1995. *The Media and Modernity*, esp. ch. 4. Cambridge: Polity.

*Jamieson, K. H. 1988. *Eloquence in an Electronic Age: The Transformation of Political*

Speech-making, esp. ch. 3. New York: Oxford University Press.

Meyer, T. 2002. *Media Democracy: How the Media Colonize Politics*, esp. ch. 3. Cambridge: Polity.

Scammell, M. 1995. *Designer Politics: How Elections Are Won*. London: Macmillan.

Lecture 8: Understanding political scandal

This lecture will examine the phenomenon of political scandal – from Profumo and Watergate to the Clinton-Lewinsky affair – as an example of the new form of visibility created by the media.

Essay question: Why have scandals become such a pervasive feature of contemporary politics?

Reading

*King, A. 1986. 'Sex, money, and power', in R. Hodder-Williams and J. Ceaser (eds.), *Politics in Britain and the United States*. Durham: Duke University Press.

Alexander, J. 1988. 'Culture and political crisis: Watergate and Durkheimian sociology', in Alexander (ed.), *Durkheimian Sociology*. Cambridge: Cambridge University Press.

*Thompson, J. 2000. *Political Scandal: Power and Visibility in the Media Age*, esp. chs. 4 and 8. Cambridge: Polity.

Adut, A. 2008. *On Scandal: Moral Disturbances in Society, Politics, and Art*, esp. chs. 1, 3 and 5. Cambridge: Cambridge University Press.

III: Dimensions of Inequality I: Class (Lent Term, weeks 3-4)

Lecture 9: Class and inequality in modern societies

This lecture will provide an introduction to the nature of class and inequality in modern societies. It will examine the legacy of the work of Marx and Weber and it will assess the value of different ways of thinking about class and inequality today.

Essay question: see below.

Reading

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

*Platt, L. 2011. *Understanding Inequalities*, esp. chs. 1 and 2. Cambridge: Polity.

*Abercrombie, N. and Warde, A. 2000. *Contemporary British Society*, 3rd ed., esp. chs. 5 and 6. Cambridge: Polity.

Lecture 10: The declining significance of class?

It is often claimed that class is becoming less significant as a basis of inequality and political allegiance in our societies today. Is there any substance to this view? This lecture will assess the arguments for and against.

Essay question: Has the concept of class lost its usefulness for analysing social and political life in contemporary Western societies?

Reading

*Crompton, R. 2008. *Class and Stratification*, 3rd ed., esp. pp. 82-9. Cambridge: Polity.

*Pakulski, J. and Waters, M. 1996. *The Death of Class*, pp. 24-6 and *passim*. London: Sage.

*Bradley, H. et al. 2000. 'The Myth of the Death of Class', in *Myths at Work*. Cambridge: Polity.

Platt, L. 2011. *Understanding Inequalities*, esp. chs. 6 and 7. Cambridge: Polity.

Hills, J. et al. 2010. *An Anatomy of Economic Inequality in the UK: Report of the National Equality Panel*. Available at www.eprints.lse.ac.uk/28344/1/CASereport60.pdf

*Heath, A., Jowell, R. and Curtice, J. 1985. *How Britain Votes*, esp. chs. 1-3. Oxford: Pergamon.

Heath, A., Jowell, R. and Curtice, J. 2001. *The Rise of New Labour*, esp. chs. 7 and 8. Oxford: Oxford University Press.

Lecture 11: Inequality of opportunity (I): social mobility

We can distinguish inequalities of outcome from inequalities of opportunity. The study of social mobility can shed light on inequalities of opportunity. This lecture examines some of the most influential studies of social mobility in contemporary Britain.

Essay question: Studies of social mobility suggest that there are relatively high levels of self-recruitment at the upper and lower levels of the class structure. How would you explain this?

Reading

*Heath, A. 1981. *Social Mobility*, esp. chs. 1 and 2. London: Fontana.

*Goldthorpe, J. with Llewellyn, C. and Payne, C. 1987. *Social Mobility and Class Structure*, 2nd ed., esp. ch. 2. Oxford: Clarendon Press.

Blanden, J., Gregg, P. and Machin, S. 2005. *Intergenerational Mobility in Europe and North America: A Report Supported by the Sutton Trust*, available at www.ontheside.org/count/LSereport.pdf

*Abercrombie, N. and Warde, A. 2000. *Contemporary British Society*, 3rd ed., esp. pp. 131-41. Cambridge: Polity.

Platt, L. 2011. *Understanding Inequalities*, esp. pp. 36-48. Cambridge: Polity.

Willis, P. 1977. *Learning to Labour: How Working Class Kids Get Working Class Jobs*. Westmead: Saxon House.

Lecture 12: Inequality of opportunity (II): is Britain a meritocracy?

A meritocracy is a society in which social positions are allocated on the basis of ability or merit rather than on the basis of social background or inherited privileges. Could Britain be described as a meritocracy in this sense? This lecture will examine the arguments for and against.

Essay question: Is Britain a meritocracy?

Reading

*Saunders, P. 1995. 'Might Britain Be a Meritocracy?' *Sociology*, 29/1, pp. 23-41.

*Saunders, P. 1996. *Unequal But Fair? A Study of Class Barriers in Britain*, esp. pp. 1-29, 47-62. London: Institute of Economic Affairs.

Saunders, P. 2010. *Social Mobility Myths*. London: Civitas.

Breen, R. and Goldthorpe, J. 1999. 'Class Inequality and Meritocracy: A Critique of Saunders and an Alternative Analysis', *British Journal of Sociology*, 50/1, esp. pp. 18-22.

*Marshall, G., Swift, A. and Roberts, S. 1997. *Against the Odds? Social Class and Social Justice in Industrial Societies*, esp. chs. 5 and 7. Oxford: Clarendon Press.

Milburn, A. et al. 2009. *Unleashing Aspiration: The Final Report of the Panel on Fair Access to the Professions*, available at www.cabinetoffice.gov.uk/media/227102/fair-access.pdf

IV: Dimensions of Inequality II: Gender (Lent Term, week 5)

Lecture 13: Gender and the sexual division of labour

This lecture introduces the concept of gender and retraces the development of sexual divisions of labour in the sphere of paid employment.

Essay question: What is the difference between sex and gender? Outline the key elements of a sociological account of gender.

Reading

*Connell, R.W. 2002. *Gender*. Cambridge: Polity.

*Platt, L. 2011. *Understanding Inequalities*, esp. ch. 3. Cambridge: Polity.

Kimmel, M.S. 2004. *The Gendered Society*, 2nd ed., esp. chs. 1, 5 and 8. Oxford: Oxford University Press.

Crompton, R. 1997. *Women and Work in Modern Britain*, esp. chs. 1 and 2. Oxford: Oxford University Press.

Padavic, I. And Reskin, B. 2002. *Women and Men at Work*, 2nd ed. London: Sage.

Lecture 14: Explaining the sexual division of labour

How can we best explain gender inequalities in the world of work? This lecture examines some of the competing theories.

Essay question: How would you explain the persistence of gender inequalities in paid employment?

Reading

*Dex, S. 1985. *The Sexual Division of Work*, esp. chs. 4 and 5. Brighton: Wheatsheaf.

Walby, S. 1986. *Patriarchy at Work*, esp. ch. 3. Cambridge: Polity.

*Hakim, C. 1996. *Key Issues in Women's Work*, esp. chs. 1, 5, 6 and 8. London: Athlone.

*Hakim, C. 2000. *Work-Lifestyle Choices in the 21st Century: Preference Theory*, esp. chs. 1 and 6. Oxford: Oxford University Press.

Crompton, R. and Harris, F. 1998. 'Explaining Women's Employment Patterns', *British Journal of Sociology*, 49/1, pp. 118-49.

*Blackburn, R., Browne, J., Brooks, B. and Jarman, J. 2002. 'Explaining Gender Segregation', *British Journal of Sociology*, 53/4, pp. 513-36.

Purcell, K. and Elias, P. 2008. 'Achieving Equality in the Knowledge Economy', in Scott, J., Dex, S. and Joshi, H. (eds.), *Women and Employment*. Cheltenham: Edward Elgar.

V: Dimensions of Inequality III: Race and Ethnicity (Lent Term, week 6)

Lecture 15: Race, ethnicity and migration

What is the difference between race and ethnicity, and how do ethnic groups differ from social classes? How have the processes of colonization and migration shaped the ethnic composition of modern societies?

Essay question: Can the experiences of migrant workers be explained in terms of their position in the class structure?

Reading

Rex, J. 1988. *Race and Ethnicity*. Milton Keynes: Open University Press.

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

*Platt, L. 2011. *Understanding Inequalities*, esp. ch. 4. Cambridge: Polity.

*Castles, S. And Miller, M.J. 2003. *The Age of Migration*, 3rd ed., esp. chs. 1, 4 and 8. Basingstoke: Palgrave Macmillan.

Anthias, F. And Yuval-Davis, N. 1992. *Racialized Boundaries*, esp. ch. 3. London: Routledge.

*Fenton, S. And Bradley, H. 2002. 'Ethnicity, Economy and Class', in Fenton and Bradley (eds.), *Ethnicity and Economy*. Basingstoke: Palgrave Macmillan.

Lecture 16: Identity and integration in multi-ethnic societies

This lecture addresses some of the social and political issues raised by migration and the multi-ethnic character of modern societies. It examines the challenges they pose to traditional notions of citizenship and considers the different ways that nation-states have tried to deal with these challenges.

Essay question: Is multiculturalism dead?

Reading

*Castles, S. And Miller, M.J. 2003. *The Age of Migration*, 3rd ed., esp. ch. 11
Basingstoke: Palgrave Macmillan.

*Brubaker, R. 1992. *Citizenship and Nationhood in France and Germany*, esp. ch. 1.
Cambridge, Mass.: Harvard University Press.

*Joppke, C. 1999. *Immigration and the Nation-State: The United States, Germany and Great Britain*, esp. ch. 7. Oxford: Oxford University Press.

Joppke, C., 2004. 'The Retreat of Multiculturalism in the Liberal State', *The British Journal of Sociology*, 55/2, pp. 237-57.

*Modood, T. 2005. 'Remaking multiculturalism after 7/7', *OpenDemocracy* (28 September 2005).

Modood, T. 2007. *Multiculturalism*, esp. ch. 1. Cambridge: Polity.

*Scheffer, P. 2011. *Immigrant Nations*, esp. pp. 197-203. Cambridge: Polity.

VI: Modernity and Its Consequences (Lent Term, weeks 7-8)

Lecture 17: Modernity and risk society

In this final set of lectures we step back and take a broader view of the development of modern societies and of the distinctive problems and dilemmas of life in the modern age. We begin by examining the thesis that the process of modernization has created new risks, dangers and uncertainties – what Ulrich Beck calls 'risk society'.

Essay question: Do we live in a risk society?

Reading

*Beck, U. 1992. *Risk Society: Towards a New Modernity*, esp. Preface and chs. 1 and 2.
London: Sage.

*Adam, B., Beck, U. and Van Loon, J. (eds.) 2000. *The Risk Society and Beyond*, esp. chs. 1 and 12. London: Sage.

*Beck, U. and Willms, J. 2004. *Conversations with Ulrich Beck*, esp. ch. 3.

Giddens, A. 1990. *The Consequences of Modernity*, esp. ch. 1. Cambridge: Polity.

Lecture 18: The rise of individualism

Modernization has created more opportunities for individuals to shape their own lives, but it has also made it increasingly necessary for them to do so. We live in an age of what some sociologists describe as compulsive and obligatory self-determination.

Essay question: Is modernity the age of individualism?

Reading

*Beck, U. 1992. *Risk Society: Towards a New Modernity*, esp. chs. 3-5. London: Sage.

*Beck, U. and Beck-Gernsheim, E. 2002. *Individualization*, esp. chs. 1, 2, 5. London: Sage.

Beck, U. and Beck-Gernsheim, E. 2002. *The Normal Chaos of Love*. Cambridge: Polity.

*Beck, U., Giddens, A. and Lash, S. 1994. *Reflexive Modernization*, esp. chs. 1 and 2. Cambridge: Polity.

Giddens, A. 1991. *Modernity and Self-Identity*, esp. ch. 1. Cambridge: Polity.

Atkinson, W. 2007. 'Beck, individualization and the death of class: a critique', *The British Journal of Sociology*, 58, pp. 349-66.

Beck, U. 2007. 'Beyond class and nation: reframing social inequalities in a globalizing world', *The British Journal of Sociology*, 58, pp. 679-705.

Lecture 19: The global age (I)

Globalization is commonly regarded as a defining feature of our time. But what is globalization? Has it shaped our societies as profoundly as some commentators suggest? And is it really new?

Essay question: Is globalization a myth?

Reading

Held, D. and McGrew, A. 2007. *Globalization/Anti-Globalization*, 2nd ed., esp. chs. 1-4. Cambridge: Polity.

*Held, D., McGrew, A., Goldblatt, D. and Perraton, J. 1999. *Global Transformations*, esp. Introduction. Cambridge: Polity.

*Albrow, M. 1996. *The Global Age*, esp. Introduction and ch. 4. Cambridge: Polity.

*Hirst, P. and Thompson, G. 1999. *Globalization in Question*, 2nd ed., esp. ch. 1. Cambridge: Polity.

Perraton, J. 2001. 'The global economy—myths and realities', *Cambridge Journal of Economics*, 25, pp. 669-84.

Milanovic, B. 2005. *Worlds Apart*, esp. chs. 1, 7, 8. Princeton: Princeton University Press.

Lecture 20: The global age (II)

Modern societies are commonly assumed to be national societies – that is, societies whose limits are defined by the territorial boundaries of nation-states. But some commentators argue that globalization is eroding the powers of nation-states and creating a 'borderless world'. Are they right? What implications does globalization have for the way we think about societies in the 21st century?

Essay question: Is globalization undermining the power of the nation-state?

Reading

*Ohmae, K. 1995. *The End of the Nation State*, esp. Introduction and ch. 1. London: HarperCollins.

Albrow, M. 1996. *The Global Age*, esp. ch. 8. Cambridge: Polity.

*Hirst, P. and Thompson, G. 2008. *Globalization in Question*, 3rd ed., esp. ch. 9. Cambridge: Polity.

Mann, M. 1997. 'Has globalization ended the rise and rise of the nation-state?', *Review of International Political Economy*, 4/3, pp. 472-96.

*Held, D., McGrew, A., Goldblatt, D. and Perraton, J. 1999. *Global Transformations*, esp. ch. 1 and Conclusion. Cambridge: Polity.

Part III. Revision Sessions (Easter Term 2013)
Dr Filipe Carreira da Silva and Prof. John Thompson

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

- Abercrombie, 2004. *Sociology*. Cambridge: Polity.
- Alexander, J.C. and K.Thompson. 2008. *A Contemporary Introduction to Sociology; Culture and Society in Transition*. Boulder: Paradigm.
- Bourdieu, P. 1993. *Sociology in Question*. London: Sage.
- Giddens,A. 2006. *Sociology (5th edition)*. Cambridge: Polity.
- Hughes, J.A., W.W. Sharrock, P.J. Martin. 2003. *Understanding Classical Sociology*. London: Sage.
- Macionis, J.J. and K.Plummer. 2008. *Sociology (4th edition)*. London: Pearson/Prentice Hall.
- Matthewman, S. C.West-Matthewman and B.Curtis. 2007. *Being Sociological*. London: Palgrave.
- Mills, C. W. 1959. *The Sociological Imagination*. New York: Oxford University Press.
- Neubeck, K.J. and D.S.Glasberg. 2005. *Sociology; Diversity, Conflict, and Change*. Boston: McGraw Hill.
- Outhwaite, W. (ed.) 2003. *The Blackwell Dictionary of Modern Social Thought*. Oxford: Blackwell.