

HSPS Tripos – Part 1, Soc1

Introduction to Sociology: Modern Societies I

(2023-24)

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, Emile Durkheim and W.E.B. Du Bois
- 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 three parts. In part I, we discuss the movement towards modern society, including the rise of nationalism and the nation-state and platform capitalism. In Part II, we study various aspects of power and politics, including the formation of the nation-state, the welfare society and neoliberalism. In Part III, we introduce key studies in relation to inequality, focusing on gender, race and ethnicity, and class. In Part IV, we come back to the issue of contemporary society, exploring what is distinctive about it.

Mode of Teaching

The paper is taught through two-hour lectures per week spread 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 2023)

Introductory session

(Michaelmas week 1)

We are aware that, for many students, ‘sociology’ is a new subject, so we use the first lecture to discuss what it may entail, what is distinctive about sociology and how it relates to cognate subjects (such as political science, social anthropology and geography). We introduce the structure of this paper, explaining what we aim to achieve throughout this year.

Topic 1 – Theories of modernity: Karl Marx, Max Weber, Émile Durkheim and W.E.B. Du Bois

Patrick Baert (Michaelmas weeks 1 and 2)

We compare the so-called sociological classics in how they depicted the transition from a traditional to a modern society. For each author, we discuss how they explain this transition, what they see as distinctive about modern society, what they regard as problematic about it, and what are they propose as solutions. We discuss how they suggested we should study the social world. We discuss some of their alleged omissions, especially in relation to colonization. This will provide a stepping stone towards an introduction to the recent questioning of the canon.

- Aron, R. 1965. *Main Currents in Sociological Thought*. London: Penguin (Part I, chapter 3, and Part II, chapters 1 and 3).
- Bhambra, Gurinder, and John Holmwood. 2021. *Colonialism and Modern Social Theory*. Cambridge: Polity Press (chapters 3, 4, 5 and 6).
- *Du Bois, W.E.B. 2007. *The Souls of Black Folk*. Oxford: Oxford University Press. (especially The Forethought & chapter 1)
- *Durkheim, E. 1984 [1893]. *The Division of Labour in Society*. London: Macmillan.
- Durkheim, E. 1989 [1897] *Suicide; A Study in Sociology*. London: Routledge. (eBook: <http://lib.myilibrary.com/Open.aspx?id=14859>)
- *Marx, K. and F. Engels. 2006 [1848]. 'Manifesto of the Communist Party'. In: *Karl Marx: Selected Writings*, ed. D. McLellan. Oxford: Oxford University Press, pp. 221-248.
- Marx, Karl 1973 [1853]. 'The Future Results of British Rule in India'. In: Karl Marx and Frederick Engels Collected Works, Volume 12. London: Lawrence and Wishart.
- *Weber, M. 1976 [1904]. *The Protestant Ethic and the Spirit of Capitalism*. London: George Allen and Unwin.
- Weber, M. 1991 [1921] 'Bureaucracy', in *From Max Weber: Essays in Sociology*, eds. H.H. Gerth. and C.W. Mills. London: Routledge, pp. 196-244.

Questions:

1. In what sense is Marx a critic of capitalism but not of industrialization? Do you agree with him?
2. Would you agree with Du Bois that racial inequality is not only a structural issue, but also manifests itself at a psychological level?

Topic 2 – Nations and Nationalisms

Patrick Baert (Michaelmas week 2)

The first part of the lecture addresses the rise of the nations and nationalisms in Europe and beyond. In the second part of the lecture we will discuss how and why nation as a category maintains its relevance in relation to other social categories and social and political transformations.

a.

- *Anderson, B. 1991. *Imagined Communities*. Esp chps 1 and 8. London: Verso. (ebook)
- Chakrabarty, Dipesh. 2000. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press. (ebook) esp chp 1.
- *Chatterjee, Partha. 1986. *Nationalist Thought and the Colonial World*. London: Zed Books. Esp Chp 1. (ebook)
- Gellner, Ernest. 2006. *Nations and Nationalism*. Oxford: Blackwell.
- Hobsbawm, Benedikt. 2006. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.

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

b.

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

*Billig, Michael. 1995. *Banal Nationalism*. London: Sage. (ebook)

*Brubaker R. 2004a. *Ethnicity Without Groups*. Cambridge, MA: Harvard Univ. Press. Chp 1.

Brubaker R. 2004b. 'In the name of the nation: reflections on nationalism and patriotism. *Citizenship Studies*, 8:115–27

Delanty, G. and Krishan Kumar. (eds.). 2006. *The SAGE Handbook of Nations and Nationalisms* (chps. 14-17).

*Yuval-Davis, N., 2011. *The Politics of Belonging: Intersectional Contestations*. Sage. Esp chps 4-6. (ebook)

Questions:

a. Discuss the strengths and weaknesses of Benedict Anderson's theory of the rise of nationalisms.

b. Why does the nation remain a powerful form of categorization today?

Topic 3 – Media, social media and digital capitalism

Patrick Baert (Michaelmas week 3)

People have become highly reliant on electronic media for communication. Earlier examples involve the telegram, the telephone, radio and film, whereas in the mid-20th century television would play a significant role in people's lives. With the internet and especially the prevalence of social media, we seem to have entered a new era again, one dominated by platform (or surveillance or digital) capitalism.

Ben Agger. 2012. *Oversharing: Presentations of Self in the Internet Age*. London: Routledge. (preface and chapter 1 "Thanks for sharing" only)

Benkler, Yochai, Robert Faris, and Hal Roberts. 2018. *Network Propaganda: Manipulation, Disinformation, and Radicalisation in American Politics*. Oxford: Oxford University Press.

*Fuchs, Christian. 2021. *Social Media; A Critical Introduction*. Third edition. London: Sage.

Marshall McLuhan. 1994. *Understanding Media; The Extensions of Man*. Boston: MIT Press. (read especially Lewis Laphan's introduction)

McCombs, Maxwell, and Sebastian Valenzuela. 2021. *Setting the Agenda*. Third edition. Cambridge: Polity Press.

*Smicek, Nick. 2016. *Platform Capitalism*. Cambridge: Polity Press.

*Zuboff, Shoshana. 2019. *The Age of Surveillance Capitalism; The Fight for a Human*

Future at the New Frontier of Power. London: Profile Books.

Howard, Philip. 2015. *Pax Technica: How the Internet of Things May Set us Free or Lock Us UP*. New Haven: Yale University Press.

Questions:

1. What is the business model of platform capitalism?
2. What does surveillance capitalism do to us? Do you agree with Zuboff's critique of this industry?

PART II: POWER & SOCIETY (Michaelmas 2023)

These lectures focus on power relations among social groups and between state and society, drawing mostly but not exclusively on cases from affluent capitalist democracies. The lectures are organised around several core concepts in political sociology: the state (and more specifically the welfare state); racialised and gendered forms of political exclusion; social control and punishment; and contentious politics and revolutions. Throughout, we will consider empirical examples, asking who has power in a given relation, what is its form and source, and what purpose or interests does it serve. Required readings are starred.

Topic 4: What is power and what are its sources?

Ned Crowley (Michaelmas week 4)

This lecture introduces the concept of social power and considers its multiple dimensions. It then considers several sources of power, including economic, coercive, and ideological resources.

- *Weber, Max.. *Economy and Society Vol. 1*, Part 16 "Power and Domination" (pp53-54)
- *Jessop, Bob. 2014. 'Marxist Approaches to Power.' in Amenta, Nash, & Scott (eds) *Blackwell Companion to Political Sociology*
- *Lukes, Steven. 1974. *Power: A Radical View*, Chapter 1 (pp14-59)
- *Hartsock, Nancy. 1983 "An Alternative Tradition: Women on Power." in *Money, Sex, and Power* [pp. 218-226]
- Dahl, Robert. 1957. 'The Concept of Power', *Behavioral Science*, 2: 202.
- Allen, Amy, "Feminist Perspectives on Power", in Zalta & Nodelman (eds). *The Stanford Encyclopedia of Philosophy*.
- Poggi, Gianfranco. 2001. *Forms of Power*. Cambridge: Polity Press. [CH1: pp. 12-14; CH2]

Questions:

1. Most sociological theories of power define it as a feature of social relations or structure, rather than a property inhering within individuals. What does it mean to say that power is "relational" or "structural?"

2. In any given social relation, there might be the possibility of “exit.” That is, less powerful actors may—sometimes—be able to walk away from the situation. How would the possibility of “exit” alter sociological conceptions of power?

Topic 5: The State: What is it, where did it come from, and who steers it?

Ned Crowley (Michaelmas week 5)

In this lecture, we examine the most important political institution of the modern era: the state. We first try to arrive at a workable definition of the state, beginning with Max Weber’s formulation. We then explore some historical and geographic variations in the development of modern states. In the latter part of the lecture, we ask the question “who rules the state?” We sample arguments from three theoretical camps: pluralism, Marxism, and feminism.

I. Definitions and origins of the modern state

- *Clemens, Elisabeth. “States, Empires, Nation-States.” in *What Is Political Sociology?* (pp25-44)
- *Max Weber. Basic Concepts in Sociology, “The Concept of Legitimate Authority,” “Types of Legitimate Authority,” “The Validity of Legitimate Authority,” “Types of Political and Religious Corporate Groups” (pp71-83 & pp119-123)
- *Brian Nelson. *The Making of the Modern State*, Chapter 2 “State Formations” (pp7-15)
- Gianfranco Poggi. “Theories of State Formation” (pp95-106)

II. The state as a site of conflict or instrument of domination? Pluralist, Marxist, and feminist perspectives

- *David Knoke & Xi Zhu. “Interest Groups and Pluralism” (pp158-167)
- *Bob Jessop. “Developments in Marxist Theory” (pp7-16)
- *Deborah Rhode “Feminism and the State.” *Harvard Law Review*.
- Catherine MacKinnon. *Toward a Feminist Theory of the State*. Chapters 1 & 8

Questions:

1. The definitions of the state provided by Max Weber or in Marxist thought treat it as a single, coherent institution. But, in reality, states are internally differentiated by branches of government (legislative, executive, etc), ministries and agencies, and subordinate levels of government (regions, municipalities, etc). How might this internal complexity change our thinking about “who rules the state?”
2. What is the difference between the legitimacy of *the state* and the legitimacy of *a government* and how do these interrelate?

Topic 6: The Welfare State, Neoliberalism, and the Politics of Exclusion

Ned Crowley (Michaelmas week 6)

This lecture looks more closely at one of the modern state's core functions: the provision of goods and services for public welfare. We begin by surveying some major differences among European and North American welfare states, as well as sociological explanations for this divergence. The lecture then turns to two major, interconnected challenges that have confronted the welfare state in the 20th and 21st century: neoliberalism and welfare chauvinism. We ask how these forces have (re)produced a racialized, gendered, and diminished welfare state and what this signifies for social in/exclusion.

I. Defining the welfare state and its varieties

- *Garland, David. 2016. *The Welfare State: A Short Introduction*. Chapter 1 "What is the Welfare State"; Chapter 3 "Birth of the Welfare State"; Chapter 4 "The Welfare State 1.0"; Chapter 5 "Varieties"
- Esping-Anderson, Gøsta. 1991. *The Three Worlds of Welfare Capitalism*. Part 1 [pp 1- 143]

II. The welfare state under threat: Neoliberalism and "the neoliberal subject"

- *Sutcliff-Braithwaite, Florence, Aled Davies, & Ben Jackson. 2021. "Introduction: a neoliberal age?" in Sutcliffe-Braithwaite, Davies, and Jackson (eds). *The neoliberal age? Britain since the 1970s*.
- *McCarthy, Helen. 2021. "I don't know how she does it!": Feminism, family and work in 'neoliberal' Britain." in Sutcliffe-Braithwaite, Davies, and Jackson (eds). *The neoliberal age? Britain since the 1970s*.
- Auyero, Javier. 2011. "Patients of the State: An Ethnographic Account of Poor People's Waiting."

III. The racialized welfare state and politics of exclusion

- *Dawson, Michael. 2012. "Blacks and the Racialized State." in Bobo et al (eds). *The Oxford Handbook of African American Citizenship, 1865-Present*.
- *Bhattacharya, Gargi. 2015. "Austerity and Extending the Racial State." in *Crisis, Austerity, and Everyday Life*.

Questions:

1. Think back to the COVID-19 pandemic (sorry!). In what ways did the welfare state intervene (or fail to intervene) in society during the pandemic? Describe some welfare state programs, institutions, or principles that were activated or challenged by the pandemic. Your answer may refer to any state you are familiar with.
2. Despite its flaws and attempts to dismantle it, the welfare state persists throughout capitalist democracies. Why? What explains its staying power?

Topic 7: States and Social Control

Ned Crowley (Michaelmas week 7)

This lecture turns to another central project of modern states: social control. In particular, it focuses on the exercise of law and punishment. We pay special attention to

how social control is racialized in contemporary societies, especially the United States and United Kingdom. Relying on Stuart Hall, Loic Wacquant, and David Garland, we explore how “cultures of control” and the exercise of criminal punishment interact with changing social, economic, and political contexts.

I. Why do states punish? The penal-welfare nexus

- *Garland, David. 2001. *The Culture of Control: Crime and Social Order in Contemporary Society*. Chapter 2 “Modern Criminal Justice and the Penal-Welfare State”; Chapter 8 “Crime Control and Social Order”
- Gottschalk, Marie. 2013. “The Carceral State and the Politics of Punishment.” in Simon & Sparks (eds). *The Sage Handbook of Punishment and Society*. [pp205-241]
- Wacquant, Loic. 2010. “Crafting the Neoliberal State: Workfare, Prisonfare, and Social Insecurity.” *Sociological Forum*.

II. Punishment and control of racialized groups

- *Wacquant, Loic. 2001. “Deadly Symbiosis: When Ghetto and Prison Meet and Mesh.” *Punishment and Society*.
- Wacquant, Loic. 2000 “The New ‘Peculiar Institution’:: On the Prison as Surrogate Ghetto”. *Theoretical Criminology*.

III. Case study: Policing racialized minorities in Britain since the 1970s

- *Hall, Stuart. 1978. “Racism and reaction”; “1970: Birth of the law and order society” in *Selected Political Writings*.
- *Solomos, John. 2003/2022. “Policing and Criminal Justice.” in *Race and Racism in Britain*.
- Gilroy, Paul. 1982. “The Myth of Black Criminality.” *The Socialist Register, Vol. 19*.
- Jefferson, Tony. 2012. “Policing the riots: from Bristol and Brixton to Tottenham, via Toxteth, Handsworth, etc.” *Criminal Justice Matters*.
- Jackson, Nicole M. 2015 ‘A n----- in the new England’: ‘Sus’, the Brixton riot, and citizenship.” *African and Black Diaspora: An International Journal, Vol. 8*.

Questions:

1. What forms or dimensions of social power are at work in the state’s policing and penal institutions?
2. What is the relationship between social control and state legitimacy? Consider, for example, racialised forms of policing and punishment: How might a racially-unequal penal system affect the legitimacy of the state?

Topic 8: Resistance, Riots, and Revolutions: Contentious Politics

Ned Crowley (Michaelmas week 8)

We conclude by considering ways in which people challenge power—especially state power—outside the realm of formal politics. The lecture begins by introducing the concept of social movements as an ideal typical form of collective action before turning to “messier” instances of contentious politics, namely riots and revolutions.

I. What are social movements and how do they happen?

- *McAdam, Doug. 1982. *Political Process and the Development of Black Insurgency*, Chapters 1, 3-6
- *Weldon, Laurel. 2011. *When Protest Makes Policy: How Social Movements Represent Disadvantaged Groups*. Introduction and Chapter 1, "Representing Women in Democratic Policy Processes" (pp1-56)
- Piven, Francis Fox and Richard Cloward. 1977 *Poor People's Movements: Why They Succeed, How They Fail*, chapters 1, 3-4 (pp. 1-40, 96-263)

II. Political rioting: Movement or Mob?

- *Waddington, David. 2016. "Riots," in *The Oxford Handbook of Social Movements*, ed. Donatella Della Porta and Mario Diani
- *Dikec, Mustafa. 2017. *Urban Rage: Revolt of the Excluded*. Chapter 1 "Rage in the Urban Age"; Chapter 3 "Of Seditious and Troubles in the UK" [pp. 1-16; 55-91]
- Wilkinson, Steven. 2009. "Riots," *Annual Review of Political Science* 12: 329–43.
- Hobsbawm, Eric. 1978. *Primitive Rebels: Studies in Archaic Forms of Social Movement in the 19th and 20th Centuries*. Manchester, UK: Manchester University Press.
- Kawalerowicz, Jutta and Michael Biggs (2015). "Anarchy in the UK: Economic Deprivation, Social Disorganization, and Political Grievances in the London Riot of 2011" *Social Forces*, 94(2).

III. Challenging the state: Revolutionary movements, civil war, and political violence

- *Tilly, Charles. 2003. *The Politics of Collective Violence*. Chapter 2, "Violence as Politics." Cambridge, UK: Cambridge University Press
- *Elisabeth Jean Wood. 2000 *Forging Democracy from Below: Insurgent Transitions in South Africa and El Salvador*. Chapter 1 "From civil war to democracy: Improbable transitions in oligarchic societies"; Chapter 5 "Apartheid, conservative modernization, and resistance"; Chapter 6 "The challenge to elite economic interests"; Chapter 8 "The insurgent path to democracy in oligarchic societies"
- Davidson, Neil. 2021. "The Actuality of the Revolution." in Barker, Colin, Gareth Dale, and Neil Davidson (eds.) *Revolutionary Rehearsals in the Neoliberal Age*. London: Haymarket Books.
- Bosi, Lorenzo, and Stefan Malthaner, 2015. 'Political Violence', in Donatella della Porta, and Mario Diani (eds), *The Oxford Handbook of Social Movements*
- Wood, Elisabeth Jean, 2015. 'Social Mobilization and Violence in Civil War and their Social Legacies', in Donatella della Porta, and Mario Diani (eds), *The Oxford Handbook of Social Movements*

Questions:

1. What is the difference—if any—between a social movement and a riot?
2. Given that most societies are marked by stratification and exclusion to some degree, why are revolutions not a ubiquitous feature of social life?

Part III: SOCIAL INEQUALITIES (Lent 2024)

Topic 9 – The Sociology of Gender

Sarah Franklin (Lent week 1)

a. In this part of the lecture we will discuss the sociology of gender, including its history and relationship to feminist sociology. We will consider what is ‘sociological’ about gender, and how is gender understood as a social structure?

b. In part two of the lecture we will consider how the sociology of gender has changed over time in relation to critiques of the category ‘woman’ from both Black feminist thought and queer theory

Reading

a.

*Ahmed, Sara. 2017. *Living a Feminist Life*. Durham: Duke University Press. Ch 1.

*Butler, Judith. 1990. *Gender Trouble: Feminism and the Subversion of Identity*. London; New York: Routledge. Chapters 1 and 2.

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

Firestone, Shulamith. 2015. *The Dialectic of Sex: The Case for Feminist Revolution*. London: Verso.

*hooks, bell. 1984. *Feminist Theory: From Margin to Center*. Cambridge, MA: South End Press.

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

Oakley, Ann. *Sex, Gender and Society*. London: Routledge 2016.

Strathern, Marilyn 2016. *Before and after Gender: Sexual Mythologies of Everyday Life*. Edited with an Introduction by Sarah Franklin; Afterword by Judith Butler. Chicago: University of Chicago Press.

b.

*Abu-Lughod, Lila. 2002. 'Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others.' *American Anthropologist* 104.3: 783-790.

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

Grewal, Kay, Landor, Lewis, Parmar, Grewal, Shabnam, Kay, Jackie, Landor, Liliane, Lewis, Gail, and Parmar, Pratibha. 1988. *Charting the Journey: Writings by Black and Third World Women*. London: Sheba Feminist Press.

Halberstam, Judith Jack. 2005. *In a Queer Time and Place: Transgender Bodies, Subcultural Lives*. New York: New York University Press.

Lorde, Audre. 1984. 'Age, Race, Class, and Sex: Women Redefining Difference', in *Sister Outsider: Essays and Speeches*. Freedom, CA: Crossing Press.

Minh-ha, Trinh T. 1989. *Woman, Native, Other: Writing Postcoloniality and Feminism*. Bloomington: Indiana University Press.

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

Newton, Esther. 1979. *Mother Camp: Female Impersonators in America*. Chicago: University of Chicago Press.

*Oyerunke, Oyewumi. 1997. *The Invention of Women*. Minneapolis: University of

Minnesota Press. Chapters 1 and 4.

Essays

- a. Why does Judith Butler argue that gender binarism is a prescriptive social norm?
- b. How has Black feminist thought challenged the category 'woman'?

Topic 10 Gender and Intersectionality

Sarah Franklin (Lent week 2)

- a. In this part of the lecture we look at the history of the concept of intersectionality and how it has changed the sociology of gender
- b. In part two of this lecture we examine how intersectionality is used in social movements such as reproductive justice and abolition feminism

a.

*Alabanza, Travis. 2022. *None of the above : Reflections on Life beyond the Binary*. London: Canongate Books.

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

Hill Collins, Patricia. 2019. *Intersectionality as Critical Social Theory*. Durham: Duke University Press.

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

Crenshaw, Kimberlé. 2019. *On Intersectionality : Essential Writings*. London: The New Press..

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

Davis, Angela Y. 2023. *Angela Davis : An Autobiography*. Third ed. London: Penguin.

Hooks, Bell. 2015. *Talking Back : Thinking Feminist, Thinking Black / Bell Hooks*. Second ed. London: Routledge.

Hooks, Bell. 2015. *Ain't I a Woman : Black Women and Feminism*. London: Routledge.

b.

Davis, Angela Y. 2022. *Freedom Is a Constant Struggle : Ferguson, Palestine, and the Foundations of a Movement*. Edited by Frank Barat. London: Penguin.

Davis, Angela Y, Gina Dent, Erica R Meiners, and Beth E Richie. 2021. *Abolition. Feminism. Now*. La Vergne: Haymarket.

Lorde, Audre. 1984. 'Age, Race, Class, and Sex: Women Redefining Difference', in *Sister Outsider: Essays and Speeches*. Freedom, CA: Crossing Press.

Luna, Zakiya, and Kristin Luker. 2013. 'Reproductive Justice.' *Annual Review of Law and Social Science* 9, 1: 327-52.

Ross, Loretta, and Rickie Solinger. 2017. *Reproductive Justice; an Introduction*. Los Angeles: University of California Press.

Zavella, Patricia. 2020. *The Movement for Reproductive Justice*. Vol. 5. New York: New York University Press.

Essay questions:

- a. In what ways has the category 'woman' historically excluded women?
- b. Explain how an intersectional approach has been important to a) the reproductive justice movement or b) abolition feminism

Topic 11 – Class and Inequality

Matthew Sparkes (Lent week 3)

This lecture will look at class in the 21st century. We will consider the material, symbolic, cultural, and moral dimensions of class. After providing a theoretical grounding for understanding class, we will then consider case studies ranging from education through to the economy, media, and stigmatisation.

*Bourdieu P (1987) What Makes a Social Class? On The Theoretical and Practical Existence Of Groups. *Berkeley Journal of Sociology* 32: 1–17.

*Lamont M (2000) *The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration*. New York, NY: Russell Sage Foundation.

*Savage M (2015) *Social Class in the 21st Century*. London: Pelican.

*Skeggs B (2005) The Making of Class and Gender through Visualizing Moral Subject Formation. *Sociology* 39(5): 965–982. DOI: [10.1177/0038038505058381](https://doi.org/10.1177/0038038505058381).

*Tyler I (2015) Classificatory struggles: Class, culture and inequality in neoliberal times. *The Sociological Review* 63(2): 493–511. <https://doi.org/10.1111/1467-954X.12296>

Bryan B, Dadzie S and Scafe S (2018) *Heart of the Race: Black Women's Lives in Britain*. London: Verso.

Crozier G, Reay D, James D, et al. (2008) White middle-class parents, identities, educational choice and the urban comprehensive school: dilemmas, ambivalence and moral ambiguity. *British Journal of Sociology of Education* 29(3): 261–272. DOI: [10.1080/01425690801966295](https://doi.org/10.1080/01425690801966295).

Friedman S and Laurison D (2019) *The Class Ceiling: Why It Pays to Be Privileged*. Bristol: Policy Press.

Khan SR (2010) *Privilege: The Making of an Adolescent Elite at St. Paul's School*. Princeton, NJ: Princeton University Press.

King A and Smith D (2018) The Jack Wills crowd: Towards a sociology of an elite subculture. *The British Journal of Sociology* 69(1): 44–66. DOI: [10.1111/1468-4446.12254](https://doi.org/10.1111/1468-4446.12254).

Lamont M (1992) *Money, Morals, and Manners: The Culture of the French and the American Upper-Middle Class*. Chicago, IL: University of Chicago Press.

Meghji A (2019) Encoding and Decoding Black and White Cultural Capitals: Black Middle-Class Experiences. *Cultural Sociology* 13(1): 3–19. DOI: [10.1177/1749975517741999](https://doi.org/10.1177/1749975517741999).

Meghji A (2019) *Black Middle Class Britannia*. Manchester: Manchester University Press.

Moor L and Friedman S (2021) Justifying inherited wealth: Between 'the bank of mum and dad' and the meritocratic ideal. *Economy and Society* 50(4): <https://doi.org/10.1080/03085147.2021.1932353>

Reay D (2007) 'Unruly Places': Inner-city Comprehensives, Middle-class Imaginaries and Working-class Children. *Urban Studies* 44(7): 1191–1201. DOI: [10.1080/00420980701302965](https://doi.org/10.1080/00420980701302965).

Savage M, Devine F, Cunningham N, et al. (2013) A New Model of Social Class? Findings from the BBC's Great British Class Survey Experiment. *Sociology* 47(2): 219–250. DOI: [10.1177/0038038513481128](https://doi.org/10.1177/0038038513481128).

Sparkes, M. (2019). Borrowed identities: Class(ification), inequality, and the role of credit-debt in class making and struggle. *The Sociological Review*.

<https://doi.org/10.1177/0038026119831563>

Shildrick T (2018) Lessons from Grenfell: Poverty propaganda, stigma and class power. *The Sociological Review* 66(4): 783–798. DOI: [10.1177/0038026118777424](https://doi.org/10.1177/0038026118777424).

Shildrick T and MacDonald R (2013) Poverty Talk: How People Experiencing Poverty Deny Their Poverty and Why They Blame 'The Poor'. *The Sociological Review* 61(2): 285–303. DOI: [10.1111/1467-954X.12018](https://doi.org/10.1111/1467-954X.12018).

Skeggs B (2019) The forces that shape us: The entangled vine of gender, race and class. *The Sociological Review* 67(1): 28–35. DOI: [10.1177/0038026118821334](https://doi.org/10.1177/0038026118821334).

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Questions:

1. To what extent is class shaped by cultural and moral boundaries?
2. To what extent is class 'cultural'?
3. What makes a social class?

Topic 12 – Race, Ethnicity and Racism

Scarlet Harris (Lent, week 4)

Race, Ethnicity and Racism

This topic will look at what it means to say that racism is 'structural'. After providing a grounding in critical race theory, we will consider a range of case studies – from Trump and Brexit through to everyday interactions, the economy, austerity, the legal system, and the media.

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- Meghji A (2021) Just what is critical race theory, and what is it doing in British sociology? From “BritCrit” to the racialized social system approach. *The British Journal of Sociology* 72(2): 347–359. DOI: <https://doi.org/10.1111/1468-4446.12801>.
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1. Is there a difference between racism and racial prejudice?
2. Discuss two processes through which racism is reproduced.
3. Can we have a ‘racism without racists’?

Topic 13 – Global and transnational inequalities

Parul Bhandari (Lent, week 5)

This topic will look at the need to adopt global, historically-connected sociological analysis. We will consider the ‘decolonial’ turn in sociology and the social science, zooming in on the concept of modernity/coloniality. We will then consider cases where such transnational, historical analysis is needed in the present day, including the climate, populism, and police brutality.

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- Desai M (2020) *The United States of India: Anticolonial Literature and Transnational Refraction*. Temple University Press.
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- Wynter S (2003) Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation—An Argument. *CR: The New Centennial Review* 3(3): 257–337.

1. To what extent do colonial relations continue to shape present inequalities?
2. Does history matter for understanding present inequalities?
3. Critically assess Du Bois' comment that we are living in a 'new phase of colonial imperialism'

Part IV – Epilogue (Lent 2024)

Topic 14 – Late, liquid or post-modernity.

Patrick Baert (Lent week 6)

Whereas the sociological classics were mainly discussing the transition from a pre-industrial to a complex, industrial society, more contemporary authors have focused on the distinct features of society in the 20th Century and early 21st Centuries. Some authors talk about a second phase of modernity, or late and high modernity; others coin new terms such as postmodernity, McDonaldization, consumer capitalism and the society of singularities or 'social acceleration'.

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*Rosa, Hartmut. 2015. *Social Acceleration; A New Theory of Modernity*. New York: Columbia University Press.

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Questions:

1. What are the psychological effects of living in world of ‘accelerating change’?
2. To what extent has society more recently embraced singularity?

Part V. Revision Sessions (Easter Term 2024)

Revision 1: Theories of modernity and class

Patrick Baert (first hour) and Mathew Sparkes (second hour) (Easter week 1)

Revision 3: Power and society

Ned Crowley (Easter week 2)

Revision 2: Gender, race, ethnicity

Sarah Franklin (Easter week 3)

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) Student Feedback

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

For Sociology Papers, student feedback is collected via anonymous online surveys distributed at various points in the academic year. It is crucial that you complete these 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.