

Trond Petersen
SOC 122 - Comparative Perspectives on U.S. and European
Societies: An Introduction

Class: SOC 122
Semester: Spring 2007
Units: 4
CCN: 81807
Exam Group: TBA
Time: Thursdays 3:40pm-6:30pm
Place: 3108 Etcheverry Hall
Instructor: Trond Petersen
Office Hours: Thursday 2:00-3:30pm
And by Appointment
Extra hours will be arranged as needed
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See below for office hours planned
Extra hours will be arranged as needed
Place: Café Milano (or other place by email announcement)
Date: February 08, 2007 (Updated from January 16, 2007)

Sociology 122: Comparative Perspectives on U.S. and European Societies: An Introduction

IMPORTANT NOTES:

Note 1: In Week 7, there is Take-Home Midterm exam due on Thursday March 01. The text for the Midterm is given in Week 6, Thursday February 22.

Note 2: In Week 12, there is Take-Home Midterm exam due on Thursday April 12. The text for the Midterm is given on Thursday April 05.

Note 3: In Week 14, there is a three-hour Symposium on Thursday April 26.

Note 4: In Week 15, there is a three-hour Final Exam on Thursday May 03.

Catalogue Description

The class explores differences between modern societies through systematic comparisons of the U.S. to European countries in several domains. It starts with discussing the broader social organizations of the societies in terms of political economy, political systems, and welfare systems. It then continues with analyses of central social changes, social problems, and institutions in the societies, including the topics of gender inequality, immigration, rising inequality, religion, individualism, educational institutions, health systems.

Course Description

At the beginning of the 21st century it had become abundantly clear that North America, Western Europe, Australia, and Japan had developed enormously successful forms of modern capitalist societies: Immense wealth, extensive social security nets extending from birth to end of life, vastly expanded health care systems and increased life expectancy, an impressive edifice of education and research with unparalleled scientific advances across many fields, and a vibrant culture for creative and performing arts with books, music, dance, theater, and other art forms reaching larger segments of the population at lower cost and better quality than in any other time in history.

Between these advanced capitalist societies there are however large variations. The U.S. has what today can be described as unprecedented levels of inequality, lack of health care for about 14 percent of the population, and high levels of homelessness. Central and especially Northern Europe are at the opposite end, with low levels of inequality, universal health care, and stronger social security nets. The U.S. in contrast has a strong entrepreneurial tradition, superb institutions in higher education, and has made strong efforts with significant successes in integrating ethnic minorities into the larger society and culture, with many European countries less successful in these domains.

This class will explore differences between modern societies through systematic comparisons of the U.S. to European countries in several domains.

The class starts with a short overview of major differences between Europe and the U.S., in education, health, and social security. It then proceeds with an analysis of differences in levels of inequality, such as wages, incomes, health, and more, and specifically the recent phenomenon of the last 30 years of rising inequality, especially in the U.S., but also parts of Europe, with the exception of some Scandinavian countries. The broader organization of society here affects the changes or lack of changes, such as the level of unionization and system of wage and employment bargaining, the degree of corporatism, the extent to which the state is interventionist, the level of social transfer systems, immigration, and more.

Next the class will turn to the question of American Exceptionalism, providing an analysis of the role of religion in the political sphere and in civil society and the role of individualism in the U.S. versus elsewhere. The U.S. is now in what by some historians has been described as the Fourth Great Awakening, with a heightened concern for religion and spiritual values. Many European countries are in contrast quite secular, and where at least the role of religion today is much less striking than in the U.S., with the Nordic countries being especially secular and Ireland and Italy more comparable to the U.S. in religious belonging and behavior. Americans are also considered to be more individualistic than Europeans. Survey evidence shows that Americans are decidedly so concerning economic questions, but less so when it comes to family values, patriotism, and more civic values. And finally, there is the question of why there is no socialism in the U.S., a question that has concerned social scientists for 100 years.

The class then considers a set of issues that are very divisive in the U.S. but less so in Central and Northern Europe: sex, abortion, and family.

The class continues with outlining the central differences between these societies in terms of welfare, political, and economic systems.

It will then proceed with an analysis of what perhaps can be described as the single most important social change in this part of the world over the last half century: The emancipation of women in almost all spheres of social life. It will explore this movement as it arose in its modern form in the U.S. through pivotal legislation in the 1960s, how it spread to other countries, and where it stands today, the central concerns now being the division of labor in the family, high divorce rates where women get the main responsibility for children, the unequal choices men and women make in education, the lack of women in upper management and the high-paying professions, and the predominance of women in lower-paying occupations. This leads to a discussion of questions around affirmative action, diversity, and reverse discrimination, which have been central in debates in the U.S. for about 20 years, and which now have become important in many European countries.

This class continues with a discussion of increasing inequality in the U.S. and parts of Europe.

The followed up with a parallel discussion of urban poverty, marginalization, and ghettos in the U.S. and Europe.

This is followed up by a parallel discussion of increasing inequality in the U.S. and parts of Europe.

The final topic is the respective systems of immigration in the U.S. Europe. The U.S. has always had high levels of immigration. But starting in the 1960s, immigration to European countries has increased strongly and presently is at a higher level in terms of numbers and percentages than in the U.S. This has led to entirely new types of challenges of assimilation and multiculturalism and especially poverty and marginalization in Europe. In some countries this has also led to pressures on social security nets and with some politicians even articulating the dilemmas as multiculturalism versus the welfare state, claiming that one can have one or the other but not both.

Format for Class

The class meets once a week, each time for 3.0 hours. It will be a mixture of lectures and discussion.

Student Prepared Discussion

In each week I will ask two groups of students (five students in each group) to prepare three questions each to the lecturer on the basis of the readings assigned for that week. Those questions should be asked during the class.

You should join a group in third week of classes.

Reaction Papers Versus Discussion Questions

The reaction papers you prepare after attending the lecture. For example, in Week 3, a specific set of readings will be covered. Several questions (for reaction paper) will be asked from those readings. You need to answer one, and only one of those questions. You submit your answer to the question in Week 4, that is, after you have attended the lecture on the relevant readings.

The discussion questions, in contrast, you prepare, and post on class WEBSITE (see below), before attending the lecture. So, in Week 3, before going to lecture in Week 3, you post your question on the class WEBSITE. Then during class, you may, or may not, ask your question. The idea behind preparing questions is to make sure that there is some class discussion during class. If discussion arises naturally, without your help, then there is no need to ask the question you have prepared. If no discussion arises, then ask your question.

Assignments and Exams

There will be a weekly one-page reaction paper. The reactions should include discussions, critique, disagreements, questions, and concerns about readings. Reaction papers are due in class on Monday, unless otherwise notified. See below for due dates. The first reaction paper is due in Week 4 of classes.

There will be one in-class midterm exam, one take-home midterm exam, and one in-class final exam.

Midterm 1 will be in Week 7, covering materials in Weeks 1-6.

Midterm 2 will be in Week 12, covering materials in Weeks 7-10.

The final will be in Week 15, covering materials in Weeks 11-14.

For each of the three exams you will be given a set of questions in advance, usually three questions from each week in class. A subset of these questions will appear on the exams. These questions will be posted on the class WEBSITE, the bSpace WEBSITE (see below).

Grading:

Reaction papers:	20%
Class Participation:	20%
Midterm Exam 1:	20%
Midterm Exam 2:	20%
Final Exam:	20%

We will keep attendance in class, starting in Week 3 of classes. Your grade for class participation depends on how many times you showed for class.

Class WEBSITE

A bSpace WEBSITE is set up. It gives the following information:

1. List of readings for each week

2. The actual readings as PDF files
3. Handouts from each lecture, posted after the lecture has been given
4. List of exam questions, of which about half will appear on the exams
5. Instructions for exams
6. Additionally, there are opportunities to participate in discussions about class materials on the class WEBSITE.

See last page of this syllabus for how to access WEBSITE. Sign up as soon as possible.

Reader

There will be a reader for class. All the readings are also posted on the class WEBSITE. An order for the reader needs to be made in second week of classes. I will take the orders.

The reader can be purchased from:

University Copy Service
2425 Channing Way
(West of Telegraph, two blocks South of corner of Telegraph and Bancroft).
Tel.: 510-549-2335
Hours open: 08:30am-07:00pm (M-F)
 11:00am-05:00pm (Sat)
 Closed on Sunday

The reader for Sociology 122, Spring 2007, is for reserve at Moffitt Undergraduate library. Two copies are on reserve. The call numbers are:

Volume 1: MOFF 233
Volume 2: MOFF 234

Instructions for Reading Readings

In the exams, you will be tested on points in the readings covered in lectures. You will be given several questions that directly relate to the materials covered in lectures. You should know the basic ideas discussed in lectures. You should also know some of the basic statistical facts, for example, with respect to unequal or equal pay for the same work for the same employer.

There is also a reader that supplements the materials covered in lectures. Some of these readings are quite difficult, in terms of ideas presented, methods used, and empirical materials reported. For you to study each of these in detail could take a long time.

Here is therefore some guidance with respect to how you should approach the readings. The essence of the advice is that you should approach the readings strategically, in terms of how they elaborate questions addressed in class, as opposed to reading them hermeneutically, where one tries to understand an entire piece of text from beginning to end. Most scholarly writings don't deserve that close a reading. Approach most of it rather with these viewpoints: How does a reading illuminate aspects of what was discussed in class, What in it is of interest to me, and so forth, rather than trying to figure out each little point that an author tried to make.

This leads to the following strategy. Take what was covered in lecture as the base, as, for example, outlined in the overheads emailed out for Weeks 1-5. Then focus on the parts in the readings that fill in and clarify materials covered in lecture. That means that you do not need to study every reading in detail. You should instead focus on the parts of a reading that relate directly to materials covered in class. For example, in the many empirical studies assigned, try to get a sense of what the central findings were, what kinds of materials were used to reach the findings, and how believable the findings were.

The other materials in the readings, those not stressed in class, be they theoretical, empirical, or methodological, should not be the focus of your attention. In short, you should study the readings with this aim in mind: How do they fill in and strengthen points covered in lecture. That is in fact the way one often should read. One should sometimes read materials exclusively in order to see whether they address a particular point one is interested in, and then ignore everything else in the reading.

Some of the assigned statistical materials are hard to read. The goal in discussing these in class has in part been to convey of sense of what we now know about the issues discussed, in part to convey a sense of how difficult it is to know much with great certainty in many areas. There is no expectation that you acquire an understanding of the finer details of the statistical analyses.

Important Dates

Week	Dates	Pay Attention to
1	Thu 01/18	First Class
3	Thu 02/01	Due: Reaction Paper 1 (on Week 2 readings)
4	Thu 02/08	Due: Reaction Paper 2 (on Week 3 readings)
5	Thu 02/15	Due: Reaction Paper 3 (on Week 4 readings)
6	Thu 02/22 Thu 02/22	Due: Reaction Paper 4 (on Week 5 readings) Questions Posted for Midterm 1, Take-Home: for Weeks 2-6
7	Thu 03/01	Due: Midterm 1
8	Thu 03/08	Return of Midterm 1 Due: Reaction Paper 5 (on Week 7 readings)
9	Thu 03/15	Due: Reaction Paper 6 (on Week 8 readings) Extra returned Midterm 1 Advice: 2:30-3:30pm
10	Thu 03/22	Due: Reaction Paper 7 (on Week 9 readings) Spring Break M 03/26 - F 03/30
11	Thu 04/05	Due: Reaction Paper 8 (on Week 10 readings) Questions Posted for Midterm 2, Take-Home: for Weeks 7-10
12	Thu 04/12	Due: Midterm 2, Take-Home, bring to class
13	Thu 04/19	Due: Reaction Paper 9 (on Week 12 readings) Return of Midterm 2
14	Thu 04/26	Symposium Due: Reaction Paper 10 (on Week 13 readings) Extra returned Midterm 2 Advice: 2:30-3:30pm
15	Thu 05/03	Final Exam (in class)

AGENDA:

Week 1: Diverging Continents?

Thu 01/18: Introduction and Views on U.S. Versus Europe
Lecturer: Trond Petersen
Readings: Several Handouts
Ferguson (2004, chaps. 7,8, and Conclusions)
Rifkin (2004, chaps. 2-3)
Offe (2005, not posted on WEBSITE, or in reader)

Week 2: American Exceptionalism: Individualism

Thu 01/25: Individualism in the U.S. and Europe
Lecturer: Claude Fischer
Readings: Emerson 1841
Toqueville 1839
Bellah 1985
Glendon 1991
Halman 1996
Fischer: Handout with various comparative statistics

Week 3: American Exceptionalism: Why Is There No Socialism in the US?

Thu 02/01: Why Is There No Socialism in the U.S.?
Lecturer: Claude Fischer
Readings: Lynd and Lynd 1929
Lipset and Marks 2000
Halle 1984
Fischer: Handout with various comparative statistics

Thu 02/01: Due: Reaction Paper 1 (on Week 2 readings)

Week 4 American Exceptionalism: Religion

Thu 02/08: Religion in the U.S. and Europe
Lecturer: Michael Hout
Readings: Bellah 1967
Lipset 1996
Chaves 2002
The Economist 2003

Thu 02/08: Due: Reaction Paper 2 (on Week 3 readings)

Week 5: Sex, Family, and Abortion

Thu 02/15: Sex, Family, and Abortion
Lecturer: Kristin Luker
Readings: Luker 1985

Thu 02/15: Due: Reaction Paper 3 (on Week 4 readings)

Week 6: Sex, Family, and Abortion

Thu 02/22: Sex, Family, and Abortion
Lecturer: Kristin Luker
Readings: Glendon 1987
Ferreer et al 2002

Thu 02/22: Due: Reaction Paper 4 (on Week 5 readings)
Thu 02/22: Questions Posted for Midterm 1, Take-Home
Materials for Weeks 2-6

Week 7: Increasing Inequality

Thu 03/01: Introduction
Lecturer: Trond Petersen
Readings: Davis and Moore 1945
Bluestone 1995
Freeman 1999 (esp. pp. 36-45)
Nickel 1997
Piketty and Saez 2006

Thu 03/01: Due: Midterm 1, Take-Home, bring to class

Week 8: Political Economy and Welfare States

Thu 03/08: The Political Economy of U.S. and Europe
Lecturer: Margaret Weir
Readings: Esping-Andersen 1990
Steinmo 1994
Skocpol 1988
Hacker 2002
Weir 2001
Zeller 2003

Thu 03/08: Due: Reaction Paper 5 (on Week 7 readings)
Thu 03/08: Return of Midterm 1

Week 9: The Major Revolution: Gender Equality

Thu 03/15: Conceptual Issues, Wages, Hiring, Promotions
Lecturer: Trond Petersen
Readings: Petersen 2004
England 1992
Meyersson Milgrom et al 2001
Petersen, Saporta, and Seidel 2000
Petersen and Saporta 2004

Thu 03/15: Due: Reaction Paper 6 (on Week 8 readings)
Thu 03/15: Extra returned Midterm 1 Advice: 2:30-3:30pm

Week 10: The Major Revolution: Gender Equality

Thu 03/22: The Glass Ceiling, Valuative Discrimination, the Family Gap

Lecturer: Trond Petersen
Readings: Wright, Baxter, and Birkelund 1995
Steinberg 1984
Lazear 1991
Waldfogel 1998

Thu 03/22: Due: Reaction Paper 7 (on Week 9 readings)

Spring Break: Mon 03/26 - Fri 03/30

Week 11: New Problems, New Challenges, New Solutions

Thu 04/05: Ghettos Everywhere? Inequality, Marginality, and Ethnicity in
the Metropolis

Lecturer: Loic Wacquant

Readings: Listed in order of importance for reading

Wacquant 1996a

Wacquant 1996b

Heisler 1994

Whelan 1996

Peach 1996

Wacquant 2004

Thu 04/05: Due: Reaction Paper 8 (on Week 10 readings)

Thu 04/05: Questions Posted for Midterm 2, Take-Home
Materials for Weeks 7-10

Week 12 New Problems, New Challenges, New Solutions

Immigration: The International Movement of People: Processes and Policy

Thu 04/12: Immigration

Lecturer: Irene Bloemraad

Readings: Massey 1999

Zolberg 1999

Menjivar 2000

van Selm and Tsolaksi 2004

Thu 04/12: Due: Midterm 2, Take-Home, bring to class

For comparative data on immigration (for answering exam question):

<http://www.migrationinformation.org/DataTools/>

Week 13 New Problems, New Challenges, New Solutions

Immigration: Membership and Belonging in a Globalizing World

Thu 04/19: Immigration

Lecturer: Irene Bloemraad

Readings: Bean and Stevens 2003

Waters 1999

Huntington 2004
Bloemraad 2006
Bauböck 2005
Kymlicka 2005
Domernik 2005
Litman 2005

Thu 04/26: Due: Reaction Paper 9 (on Week 12 readings)
Thu 04/26: Return of Midterm 2

Week 14: Where Are We Headed?

Thu 04/26: Symposium with Faculty Panel, Student led discussion
On Where Europe and the U.S. Are Headed
Faculty: Bloemraad, Fischer, Hout, Petersen, Wacquant, Weir
Readings: TBA
Note: Class lasts three hours today.

Thu 05/03: Due: Reaction Paper 10 (on Week 13 readings)
Thu 05/03: Extra returned Midterm 2 Advice: 2:30-3:30pm

Week 15: In-class Final Exam

Thu 05/03: In-Class Final Exam
Topics: Weeks 11-14
New Problems, New Challenges, New Solutions and
Note: Exam lasts three hours.

Detailed Readings by Week:

Week 1: Diverging Continents and Views on Europe Versus U.S.

Rifkin, Jeremy. 2004. *The European Dream. How Europe's Vision of the Future is Quietly Eclipsing the American Dream.* New Penguin. Chap. 2 (pp. 37-57), chap. 3 (pp. 58-85).

Ferguson, Niall. 2004. *Colossus. The Rise and Fall of the American Empire.* New York: Penguin Books. Chap. 7 (pp. 227-257), Chap. 8 (pp. 258-285), Conclusions (pp. 286-304).

Offe, Claus. 2005. *Reflections on America. Tocqueville, Weber & Adorno in the United States.* Cambridge, UK: Polity Press. 115 pages NOT posted on WEBSITE.

Rifkin (chap. 2) makes the argument that the style of life in Europe today is better than in the U.S. and that there is more opportunity for advancement there than in the U.S.

Rifkin (chap. 3) makes the argument that European corporations now also are becoming better, as economic entities, than U.S. corporations.

Ferguson in contrast argues (chap. 7) that Europe still is economically weak compared to the U.S. A major problem is that Europeans work too little and take too many vacations.

In chapter 8 Ferguson discusses the challenge faced by China.

Ferguson is one of relatively few social scientists who argue that the U.S. is not sufficiently imperialist, and that the U.S. should invade other countries more often, should engage in nation building, and generally be more expansionist.

The concluding chapter in Ferguson makes the case that the U.S. will fail as an empire for three reasons: (1) it will not commit the resources to nation-building elsewhere (as it did in Germany and Japan after WWII), (2) it has too much foreign debt, and (3) it has no willingness to deal with huge internal financial liabilities, in small measure with respect to Social Security, in large measure due to future liabilities in Medicare.

The book by Claus Offe provides an interesting "exegetical" treatment of and set of reflections on the observations made on the U.S. by three Europeans who visited the country: Alexis de Tocqueville (May 1831 to February 1832, 9 months), then 72 years later Max Weber (Fall 1904, 13 weeks), and finally another 34 years later Theodor W. Adorno (February 1938 to November 1949, 11 years). It is quite remarkable that "during his eleven years in the United States, Adorno saw far fewer places, and surveyed or commented on far fewer aspects of the American political system in particular, than Tocqueville in nine months and Weber in just 13 weeks." (Offe 2005, p. 70). The book is interesting for students who would enjoy reading how three important social scientists reflected on the U.S. over a period of almost 120 years.

Week 2: American Exceptionalism: Individualism

- Bellah, Robert, Richard Madsen, William Sullivan, Ann Swidler, and Steven Tipton. 1985. *Habits of the Heart*. Berkeley and Los Angeles, CA: University of California Press. Pp. 1-39.
- Emerson, Ralph Waldo "Self-Reliance". 1841. Excerpts.
- Alexis de Tocqueville, Alexis de. 1839. *Democracy in America*, Excerpts from Volume 2. From the Henry Reeve Translation, revised and corrected.
- Glendon, Mary A. 1991. *Rights Talk. The Impoverishment of Political Discourse*. New York: Free Press. Chapter 1.
- Halman, Loek. 1996. "Individualism in Individualized Society? Results from the European Values Survey." *IJCS* 37(3-4): 195-214.
- Fischer, Claude: Handout with various comparative statistics.

Week 3: American Exceptionalism: Socialism

Why Is There No Socialism in the U.S.?

- Lynd, Robert and Helen Lynd. 1929. *Middletown: A Study in American Culture*. New York: Harcourt Brace & World.
- Lipset, Seymour Martin and Gary Marks. 2000. *It Didn't Happen Here: Why Socialism Failed in the United States*. New York, Norton, 2000.
- Halle, David. 1984. *America's Working Man*. Chicago: University of Chicago Press. Pp. 202-230.

Week 4: American Exceptionalism: Religion

Religion in the U.S. and Europe

- Bellah, Robert N. 1967. "Civil Religion." *Daedalus* 96: 1-21.
- Lipset, Seymour Martin. 1996. *American Exceptionalism. A Double-Edged Sword*. New York: W.W. Norton. Pp. 60-67.
- Chaves, Mark. 2002. "Abiding Faith." *Context* 1(2): 19-26 (Summer 2002)
- Economist*. 2003. "A Nation Apart." Article in issue of November 6, 2003.

This lecture will also have an extended 40 pages handout summarizing a broad set of comparative statistics on religious behavior in some 30 countries, which is part of the assignment for the class.

Week 5: Hot Buttons: Sex, Family, and Abortion

- Luker, Kristin. 1985. *Abortion and the Politics of Motherhood*. Chapter 7 "World Views of the Activists", pp. 158-191. Berkeley and Los Angeles: University of California Press.

Week 6: Hot Buttons: Sex, Family, and Abortion

- Glendon, Mary Ann. 1987. *Abortion and Divorce in Western Law: American Failures, European Challenges*. Chapter 1, pages 10-63. Cambridge, Mass.: Harvard University Press.

- Ferree, Myra Marx, William Anthony Gamson, Jürgen Gerhards, and Dieter Rucht. 2002. *Shaping Abortion Discourse: Democracy and the Public Sphere in Germany*

and the United States. Chapter Two, "Historical Context," pp. 24-44. New York: Cambridge University Press.

Week 7: Increasing Inequality

Davis, Kingsley, and Wilbert E. Moore. 1945. "Some Principles of Stratification." *American Sociological Review* 10(2): 242-249 (April 1945).

Bluestone, Barry. 1995. "The Inequality Express." *The American Prospect* No. 20: 81-93 (Winter 1995).

Freeman, Richard B. 1999. "The New Inequalities in the United States." Chap. 2 (pp. 21-66) in *Growing Apart. The Causes and Consequences of Global Inequality*. Albert Fishlow and Karen Parker (eds.). New York: Council of Foreign Relations, Inc.

Nickel Stephen J., (1997), "Unemployment and Labor Market Rigidities: Europe versus North America", *The Journal of Economic Perspectives* 11(3): 55-74 (Summer 1997).

Piketty, Thomas, and Andrew Saez. 2006. "The Evolution of Top Incomes: A Historical and International Perspective." *American Economic Review: Papers and Proceedings* 96(2): 200-205 (May 2006).

Week 8: Political Economy and Welfare States

Esping-Andersen, Gosta. 1990. *The Three Worlds of Welfare Capitalism*. Princeton University Press. Chaps. 1-3 (pp. 9-78).

Steinmo, Sven H. 1994. "American Exceptionalism Reconsidered: Culture or Institutions?" Pp. 106-131 in *The Dynamics of American Politics: Approaches and Interpretations*. Lawrence C. Dodd and Calvin Jillson (eds.) Boulder, CO: Westview Press.

Skocpol, Theda. 1988. "The Limits of the New Deal System and the Roots of Contemporary Welfare Dilemmas." Pp. 295-311 in *The Politics of Social Policy in the United States*. Margaret Weir, Ann Shola Orloff and Theda Skocpol (eds.) Princeton, N.J.: Princeton University Press.

Hacker, Jacob S. 2002. *The Divided Welfare State: The Battle over Public and Private Social Benefits in the United States*. Princeton, NJ: Princeton University Press. Pp. 5-20.

Weir, Margaret. 2001. "The Collapse of Bill Clinton's 'Third Way'." Pp. 137-148 in *New Labour: The Progressive Future*. Stuart White (ed.) London: Palgrave.

Zeller, Shawn. 2003. "Conservative Crusaders." *National Journal* 35 (April 26, 2003): 1286-1291.

Recommended:

Quadagno, Jill. 2004. "Why the United States has No National Health Insurance: Stakeholder Mobilization Against the Welfare State, 1945-1996." *Journal of Health and Social Behavior* 45(Extra Issue):25-44

Weir, Margaret and Marshall Ganz. 1997. "Reconnecting People and Politics." Pp. 149-171 in *The New Majority: Toward a popular Progressive Politics*. Stanley Greenberg and Theda Skocpol (eds.) New Haven and London: Yale University Press.

Week 9: The Major Revolution: Gender Equality

Petersen, Trond. 2004. "Discrimination, Social Measurements in." Chapter in *Encyclopedia of Social Measurement*. Edited by Kimberly Kempf-Leonard. New York: Academic Press.

Meyersson Milgrom, Eva M., Trond Petersen, and Vemund Snartland. 2001. "Equal Pay for Equal Work? Evidence from Sweden and a Comparison with Norway and the U.S." *Scandinavian Journal of Economics* 103(4): 559-583.

Petersen, Trond, and Ishak Saporta. 2004. "The Opportunity Structure for Discrimination." *American Journal of Sociology* 109(4): 852-901, 2004 (January).

Petersen, Trond, Ishak Saporta, Marc-David Seidel. 2000. "Offering a Job: Meritocracy and Social Networks." *American Journal of Sociology* 106(3): 763-817.

To be posted on WEBSITE

Petersen, Trond. 2005: Notes on Forms of Segregation (1 p.)

Recommended:

Barnett, William P., James N. Baron, and Toby E. Stuart. 2000. "Avenues of Attainment: Occupational Demography and Organizational Careers in the California Civil Service." *American Journal of Sociology* 106(1): 88-144.

England, Paula. 1992. *Comparable Worth. Theories and Evidence*. New York, NY: Aldine de Gruyter. Pp. 54-68.

Reskin, Barbara. 2000. "The Proximate Causes of Employment Discrimination." *Contemporary Sociology* 29(2): 319-328.

Hartmann, Heidi I. 1976. "Capitalism, Patriarchy, and Job Segregation by Sex." *Signs* 1(Part 2): 137-69.

Hartmann, Heidi I. 1987. "Internal Labor Markets and Gender: A Case Study of Promotion." Pp. 59-92 in Clair Brown and Joseph Pechman (Eds.), *Gender in the Workplace*. Washington, D.C.: Brookings Institution.

Jacobs, Jerry A., and Suet T. Lim. 1992. "Trends in Occupational and Industrial Sex Segregation in 56 Countries, 1960-1980." *Work and Occupations* 19(4): 450-486.

Neumark, David, Roy J. Blank, and Kyle D. Van Nort. 1995. "Sex Discrimination in Restaurant Hiring: An Audit Study." *Quarterly Journal of Economics* 116(3): 915--42.

Petersen, Trond, and Laurie Morgan. 1995. "Separate and Unequal: Occupation-Establishment Sex Segregation and the Gender Wage Gap." *American Journal of Sociology* 101(2): 329-366.

Petersen, Trond, and Laurie Morgan. 1995. "Separate and Unequal: Occupation-Establishment Sex Segregation and the Gender Wage Gap." *American Journal of Sociology* 101(2): 329-366.

Petersen, Trond, and Thea Togstad. 2004. "Getting the Offer: Sex Discrimination in Hiring." Unpublished Case Study of the Norwegian Bank.

Reskin, Barbara F. and Heidi I. Hartmann. 1986. *Women's Work, Men's Work: Sex Segregation on the Job*. Washington, D.C.: National Academy Press. Chap. 3 (pp. 37-82).

Petersen, Trond, and Thea Togstad. 2004. "Getting the Offer: Sex Discrimination in Hiring." Unpublished Case Study of the Norwegian Bank.

Petersen, Trond, and Thea Togstad. 2004. "Getting the Offer: Sex Discrimination in Hiring." Unpublished Case Study of the Norwegian Bank.

Week 10: The Major Revolution: Gender Equality

- Wright, Erik O., Janeen Baxter, and Gunn Elisabeth Birkelund. 1995. "The Gender Gap in Workplace Authority: A Cross-National Study." *American Sociological Review* 60(3): 407-435.
- Lazear, Edward P. 1991. "Discrimination in Labor Markets." Pp. 9-24 in E. Hoffman (Ed.), *Essays on the Economics of Discrimination*. Kalamazoo, MI: Upjohn Institute.
- Steinberg, Ronnie J. 1984. "A Want of Harmony: A Perspective of Wage Discrimination and Comparable Worth." Chap. 1 (pp. 3-27) in Helen Remick (Ed.), *Comparable Worth and Wage Discrimination*. Technical Possibilities and Political Realities. Philadelphia, PA: Temple University Press.
- Waldfogel, Jane. 1998. "Understanding the "Family Gap" in Pay for Women with Children." *Journal of Economic Perspectives* 12(1): 137-156.

Recommended:

- Morrison, Ann M., and Mary Ann Von Glinow. 1990. "Women and Minorities in Management." *American Psychologist* 45(2): 200-208.
- Morgan, Laurie A. 1998. "Glass-Ceiling Effect or Cohort Effect? A Longitudinal Study of the Gender Earnings Gap for Engineers, 1982 to 1989." *American Sociological Review* 63(4): 479-493.
- Tam, Tony. 1997. "Sex Segregation and Occupational Inequality in the United States: Devaluation or Specialized Training?" *American Journal of Sociology* 102(6): 1652-92.
- Gerson, Kathleen. 1985. *Hard Choices. How Women Decide about Work, Career, and Motherhood*. Berkeley, CA: University of California Press. Chaps. 4 (pp. 92-122) and 7 (pp. 158-190).

Week 11 New Problems, New Challenges, New Solutions

GHETTOS EVERYWHERE? INEQUALITY, MARGINALITY, AND ETHNICITY IN THE METROPOLIS

- *Wacquant, Loïc. 1996a. "The Rise of Advanced Marginality: Notes on Its Nature and Implications." Acta sociologica 39-2: 121-139.
- *Wacquant, Loïc. 1996b. "Red Belt, Black Belt: Racial Division, Class Inequality, and the State in the French Urban Periphery and the American Ghetto." Pp. 234-274 in Urban Poverty and the "Underclass". Edited by Enzo Mingione. Oxford: Basil Blackwell.
- *Heisler, Barbara Schmitter. 1994. "Housing Policy and the Underclass: The United Kingdom, Germany and the Netherlands." Journal of Urban Affairs 16-3: 203-220.
- Whelan, Christopher T. 1996. "Marginalization, Deprivation, and Fatalism in the Republic of Ireland: Class and Underclass Perspectives." European Sociological Review 12-1 (May): 33-51.

Peach, Ceri. 1996. "Does Britain Have Ghettos?" Transactions of the Institute of British Geographers 21: 216-235.

*Wacquant, Loïc. 2004. "Ghetto." In International Encyclopedia of the Social and Behavioral Sciences. Edited by Neil J. Smelser and Paul B. Baltes. London: Pergamon Press.

Consult:

Resources, projects, data and facts about poverty: www.worldbank.org/poverty/
WJW's Joblessness and Urban Poverty program:
<http://www.ksg.harvard.edu/urbanpoverty/>

Recommended

Logan, John R. and Harvey L. Molotch. 1987. Urban Fortunes: The Political Economy of Place. Berkeley: University of Chicago Press.

Wilson, William Julius. 1987. The Truly Disadvantaged: The Inner City, the Underclass and Public Policy. Chicago: The University of Chicago Press.

Bourgois, Philippe. 1995. In Search of Respect: Selling Crack in El Barrio. Cambridge: Cambridge University Press.

Lepoutre, David. 1994. Coeur de banlieue. Paris: Odile Jacob.

Haüßerman, Hartmut, Martin Kronauer, and Walter Siebel (eds.). 2004. An den Rändern der Städte: Armut und Ausgrenzung, Frankfurt am Main, Suhrkamp Verlag.

NOTE: There May Be an Extra Lecture in Week 11. If so, these are the readings

Week 11 New Problems, New Challenges, New Solutions

CRIME, PUNISHMENT, AND (IN)SECURITY IN THE US AND THE EU

*Wacquant, Loïc. 2005a. "The Great Carceral Leap Backward: Incarceration in America from Nixon to Clinton." Pp. 3-26 in John Pratt et al. (eds.), The New Punitiveness: Current Trends, Theories, Perspectives, London: Willan, 2005.

*Wacquant, Loïc. 2005b. "Penalization, Depoliticization, and Racialization: On the Overincarceration of Immigrants in the European Union," in Sarah Amstrong and Lesley McAra (eds.), Contexts of Control: New Trends in Punishment and Society (Oxford: Clarendon Press, 2005).

*Snacken, S., K. Beyens, and H. Tubex. 1995. "Changing Prison Populations in Western Countries: Fate or Policy?" European Journal of Crime, Criminal Law and Criminal Justice 3-1: 18-53.

*van Swaanigen, René. 1995. "The Dutch Prison System and Penal Policy in the 1990s: From Humanitarian Paternalism to Penal Business Management." Pp. 24-45 in Western European Penal Systems: An Anatomy. Edited by Vincenzo Ruggiero et al. London: Sage.

Leander, Karen. 1995. "The Normalization of the Swedish Prison." Pp. 169-193 in Western European Penal Systems: An Anatomy. Edited by Vincenzo Ruggiero et al. London: Sage.

*Wacquant, Loïc. 2001. "The Penalisation of Poverty and the Rise of Neoliberalism." European Journal on Criminal Policy and Research, special issue on Criminal Justice and Social Policy, 9-4 (Winter): 401-412.

*Feeley, Malcolm et Jonathan Simon. 1992. "The New Penology: Notes on the Emerging Strategy of Corrections and Its Implications." Criminology 30-4 (November): 449-474.

Garland, David. 1991. "Punishment and Culture: The Symbolic Dimension of Criminal Justice." Studies in Law, Politics and Society 11: 191-222.

Consult on the web:

US Bureau of Justice Statistics: <http://www.ojp.usdoj.gov/bjs/welcome.html>

Intl Crime Victimization Survey: <http://www.unicri.it/icvs/index.htm>

Intl Center for Prison Studies:

http://www.kcl.ac.uk/depsta/rel/icps/worldbrief/world_brief.html

Recommended:

Morris, Norval and David Rothman (eds.). 1995. The Oxford History of Prison: The Practice of Punishment in Western Society. Oxford: Oxford University Press.

Downes, David M. 1988 Contrasts in Tolerance: Post-war Penal Policy in the Netherlands and England and Wales. Oxford: Clarendon Press.

Tonry, Michael (ed.). 1997. Ethnicity, Crime, and Immigration: Comparative and Cross-National Perspectives. Chicago: The University of Chicago Press.

Wacquant, Loïc. 1999. Les Prisons de la misère. Paris: Raisons d'agir Editions (also in German, Swedish, Danish, Italian, Spanish, Portuguese, etc.).

Young, Jock. 1999. The Exclusive Society: Social Exclusion, Crime, and Difference in Late Modernity. London: Sage.

Week 12 New Problems, New Challenges, New Solutions

Immigration: The International Movement of People: Processes and Policy

Massey, Douglas S. 1999. "Why Does Immigration Occur? A Theoretical Synthesis." Pp. 34-52 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.

Zolberg, Aristide R. 1999. "Matters of State: Theorizing Immigration Policy." Pp. 71-93 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.

Menjívar, Cecilia. 2000. *Fragmented Ties: Salvadoran Immigrant Networks in America*. Berkeley and Los Angeles: University of California Press. Chapter 3, pp. 58-76.

van Selm, Joanne and Eleni Tsolakis. 2004. "The Enlargement of an 'Area of Freedom, Security and Justice': Managing Migration in a European Union of 25 Members." *Migration Policy Institute Policy Brief* No. 4 (May) http://www.migrationpolicy.org/pubs/eu_enlargement.pdf

For comparative data on immigration:
<http://www.migrationinformation.org/DataTools/>

Week 13 New Problems, New Challenges, New Solutions

Immigration: Membership and Belonging in a Globalizing World

- Bean, Frank D. and Gillian Stevens. 2003. *America's Newcomers and the Dynamics of Diversity*. New York: Russell Sage Foundation. Chapter 5, 94-114.
- Waters, Mary C. 1999. *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge: Harvard University Press. Introduction (pp. 1-11) and Chapter 8 (pp. 285-325).
- Huntington, Samuel P. 2004. "The Hispanic Challenge." *Foreign Policy* March/April: 30-45.
- Bloemraad, Irene. 2006. "Citizenship and Pluralism: The Role of Government in a World of Global Migration." Policy Article for special issue on "Global Migration: Local, National, and International Perspectives". *Fletcher Forum of World Affairs* 30(3): (Fall 2006).
- Bauböck, Rainer. 2005. "If You Say Multiculturalism Is the Wrong Answer, Then What Was the Question You Asked?" *Canadian Diversity* 4(1): 90-93.
- Kymlicka, Will. 2005. "The Uncertain Futures of Multiculturalism." *Canadian Diversity* 4(1): 82-85.
- Doomernik, Jeroen. 2005. "The State of Multiculturalism in the Netherlands". *Canadian Diversity* 4(1): 32-35.
- Lithman, Yngve. 2005. "Multiculturalism in Norway." *Canadian Diversity* 4(1): 53-56.

How to Access bSpace

::: Students :::

How do I log in to bSpace? Log in to <http://bspace.berkeley.edu> with your CalNet ID and Passphrase. If your instructor has created a bSpace site and you are enrolled through Telebears, you should see a tab at the top of the screen for the course site when you log in. If you are enrolled in more than one course using bSpace you should see a tab for each course.

If I am a concurrent enrollment student how do I log in to bSpace? You cannot be assigned bSpace access until the status of your application is "Approval Completed." It is your responsibility to contact the instructor, chair-level, and dean-level reviewers to ensure your application is reviewed and approved in a timely manner. If you have questions about this, please email: concurrent@unex.berkeley.edu.

If I drop a class will I automatically be removed from the course site? Yes. You will no longer be able to access the bSpace site (unless the site is a public site), within a day from the time that you have officially dropped the course.