

**Society in Comparative Perspective**  
**MWF 9:10-10:00**  
**Room : Higley Auditorium**  
**Fall 2019**



Kenyon College

Instructor: Hadi Khoshnevis  
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Office : Ralston House 202  
Office Hours: M 1:00-3:15; W 1:00-3:30

**Course Description**

In this course, we will practice how to think sociologically by adopting a historical, comparative, and critical approach. Sociological thinking aims to explain social order and social action by locating individual and group experiences in the larger context of society and history. To achieve this goal, we will read seminal classic and contemporary pieces throughout the semester, have class activities and discussions, watch documentaries, and produce reflective and analytical essays. This is an intensive reading and writing course that requires commitment, continuous participation, and consistent communication with the instructor and other students. Although this may sound a lot of work, you are not alone in this journey. We will create a community of knowledge and practice. We will work together as partners in inquiry. If we want to understand how social groups work, we need to be able to function as one!

**Course Objectives**

In line with Kenyon College's mission, this course is designed to equip you with historical knowledge, theoretical tools, and practical skills by which you can produce rigorous analyses of current events, examine your own location in the society and history, and assess your responsibility as members of our immediate communities and larger groups. The comparative, historical, and critical approach of the course will provide you a lens through which you can look back into history, evaluate the present, and imagine alternative futures. Students will be able to use elements of history, their own experience, their critical thinking skills and knowledge, and sympathy to imagine alternative paths and other future possibilities. Students will be able to provide analytical responses to questions as simple but radical as why do we categorize people? Can we live in a society without a governing state? Why do some of us sacrifice our lives for our country? Is inequality an incentive for progress or it is bad altogether? Is crime inherently bad? Is there anything wrong with being affluent? Is it possible to get rid of prisons? And many more fascinating questions.

**Required Texts**

All readings will be made available by the instructor either on Moodle or via the library's online catalog.

**Office Hours**

I will be holding office hours on Monday (2:00-4:00) and Wednesday (2:00-5:00) at Ralston 202.

Although I will be in my office during these hours, you are required to email me in advance to book an appointment. Meetings should not go past 15 minutes. The reason behind requiring a prior notice via email and 15-minute restriction is to make sure that both I can see you and have enough time to see other students. If these hours do not work for you, you can always email me to arrange a meeting outside these times.

**Diversity Statement**

I am dedicated and committed to providing all students with equal opportunities to learn, participate, and succeed regardless of their financial background, race, ethnicity, national origin, ancestry, sex, gender, religion, medical condition, veteran status, marital status, age, and ability. If you have concerns, please advise me at the earliest possible time. You can always reach me via email or see me in person.

**Students with Disabilities**

Students with disabilities should provide some documentation after visiting Student Accessibility Support Services to arrange appropriate accommodations: call 740-427-5453, email [sass@kenyon.edu](mailto:sass@kenyon.edu), visit the staff at Pierce Hall, Room 314, or go to their website by clicking [here](#). Please contact me as early as possible if you are in need of accommodations.

If you cannot provide documentation, you can still talk to me early in the semester so I can provide the necessary accommodations.

**Title IX & Mandatory Reporting**

As your professor, I am deeply invested in the well-being of all of my students. I am here to help and support you with your academic life. In case, you come to me with concerns which are not directly related to our course, I will do my best to help. It is important for you to know that all faculty members are mandated to report any incidents of harassment, discrimination, and violence. Hence, I cannot keep information involving any form of harassment or discrimination based on a protected characteristic confidential. The Health and Counseling Center, the College chaplains, and the staff at New Directions Domestic Abuse Shelter & Rape Crisis Center are confidential resources.

**Plagiarism**

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral

sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Plagiarism also consists of passing off as one's own segments or the total of another person's work. For more click on this [link to Academic Integrity at Kenyon College](#).

### **Quoting and Referencing**

1. Every direct quote must be identified by quotation marks, by appropriate indentation, or by other means of identification, and must be promptly marked by citation.
2. The preferred citation and referencing style in this course is Chicago Style 17<sup>th</sup> edition (author-date). You can use other citation styles, as long as you are consistent. You can read more about Chicago citation style by clicking on this [link](#).
3. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase X's claim . . ." and conclude with a citation identifying the exact reference.

### **Emailing Etiquette**

I will not answer emails which do not have proper subject lines, appropriate greetings, and content. Make sure to include (1) a relevant and meaningful subject line (e.g., Inquiry regarding essay number X), (2) proper greeting, (3) an explanation about the inquiry, (4) your full name and your class at the end of the email.

I will do my best to answer your emails as soon as I can. I may not check my emails after 6:00 pm and over the weekends.

### **Additional Advice from Your Instructor**

1. I will be in the class 10 minutes before the class starts and will leave after all of you. If you need to talk to me, do not hesitate to approach me either before or after class.
2. If you are struggling with anything (e.g. financial difficulty, family issues, health conditions, etc.), please let me know before it is too late so we can work around them. Do not forget that you have already paid for a good health and counseling center on campus. You can learn about it by clicking on this [link](#).
3. Actively engage with the course material, get involved in class discussions early, and remind yourself: I cannot wait to make my first contribution to our class discussions.
4. Knowledge production requires having an open mind and being aware that (1) there are usually more than two ways of seeing the world, and (2) due to our limited experience, there is always something new to learn.

### **Class Decorum**

## *Society in Comparative Perspective*

1. Issues that will be discussed in the class can be controversial and evoke emotions. Emotions like frustration, confusion, hurt are real and legitimate, but they need to be tempered with respect. Questions, answers, discussions, and comments all need to be delivered in a respectful manner. That is a requirement for all of us, including me.
2. I expect you not to do the following in class: putting your head down or sleeping, talking/whispering to each other during class, or being disruptive or disrespectful. This includes the use of cell phones to make or receive calls or text messages, as well as surfing the internet, social media, etc. on your digital device.
3. Avoid disruptive behavior like arriving late, leaving early, being on the internet, and packing up before the official time of the class is over.
4. Put your phones on the silent mode and put them away. Using them in this class is prohibited. In case, you really have to make a call, leave the classroom and come back.
5. If for any reason you leave the class, upon leaving and your return make sure that you open and close the door gently.

### **Class Regulations**

1. It is your responsibility to read the syllabus thoroughly.
2. Check announcements made on Moodle frequently. It is your responsibility to remain updated.
3. You should come to class with at least two questions or comments about the reading(s) in mind and be ready to engage in class discussions. I may call on you and ask you to share your question(s) with the class. Your question may serve as the theme of the session.
4. There will be no extra credit assignments in this class.
5. Assignments have to be uploaded before the deadline.
6. All assignment should be uploaded as Microsoft Word documents, properly named and titled.
7. We will be watching documentaries in class. They must be taken as seriously as lectures.
8. Ten minutes into the session, I will hand out the attendance sheet. Sign with your initials. If you are late, instead of your initials put an L in brackets [L]. Three late arrivals equal an unjustified absence.
9. Attendance is mandatory. Missing more than four sessions, justified or unjustified, equals an F. More than one unjustified or three justified absences will result in points deducted from your final grade (5 points for unjustified and 3 for justified ones). Missing more than four sessions, justified or unjustified, equals an F. After your third excused and second unexcused absence, I will submit a report to the Office of Academic Advising.
10. Absences do not get justified merely by informing me. You need to provide documents, such as a doctor's note. If you know in advance of any absences due to personal reasons, such as religious observances, please let me know by the second week of class.

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11. Readings are to be completed prior to coming to class. A substantial portion of class discussions and in-class activities will be relying on the reading material. Also, one cannot participate in class discussions without reading the material.
12. You are responsible for all assignments and materials covered in class, whether you attend the session or not and regardless of the reasons for any absence. A good deal of the material covered in class will not come from the assigned readings. Consequently, poor attendance will likely result in a poor grade.
13. Deferrals should be avoided. If for valid reasons you need an extension, you should talk to me in person, at least three days before the due date.

- **Participation (10%)**

In this class, not only your participation is welcome but also required. You are expected to come to class prepared and ready to pose questions, provide comments, and offer analysis. Bring your readings and your notes to class and have them handy. Additionally, you will be asked to facilitate one session with a peer. For facilitation, you will need to summarize the reading, pose thought-provoking discussion questions. A thorough rubric for facilitation will be provided.

- **Short Essays (10 essays\*5: 50%)**

The syllabus is organized around 12 different themes (in purple font). You are expected to write 10 essays throughout the semester, each drawing on a set of our readings, documentaries, class activities, and discussions to analyze your personal experience, a historical or contemporary event, a piece of news, a theoretical theme, etc. The first essay must be on the Teaching Philosophy reading (September 2<sup>nd</sup>'s reading) and the last one on My Location in the Universe and My Responsibility (our last session on December 13, 2019). The prompts for the remaining eight essays will be provided by your instructor throughout the semester.

These short essays should be no less than 750 words. They all need to have a title page (name of the class, your name, a title for your essay, essay's number, date, and a word count), a proper introduction, a well-structured body with correct citations, an analytical conclusion, and a list of references.

All essays must contain some direct quotes from the material with proper citation. In addition to citing the material, you need to unpack the quotes, explain what they mean, and how they are relevant, in agreement or disagreement, to your analysis.

The essays are due on the first Saturday after that theme is concluded in our class.

I will read these essays carefully and provide feedback. The feedback you receive on the first two essays should familiarize you with the kind of writing and analysis that is expected from you. Read the comments thoroughly and carefully. If you need more clarification, you can always email me to arrange a meeting.

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Although these essays may seem to be small in size and their individual impact, the accumulative point will be 50 percent of your final grade.

My advice is to take notes while you do the readings, write down your thoughts before they escape you, use post-it notes and highlighters, and finally write one summary paragraph for each reading.

Supplementation of your own reading notes with class discussion gives you enough material to craft your essay.

In your essays avoid making broad statements such as: “Sexism has always been an issue.” This statement is not verifiable. It neither provides any new knowledge nor marks a clear beginning for your essay. Its removal also will not hurt your argument. Start your essays with a clear statement of purpose. Explicitly declare what you will be doing in your essay. Maybe use these exact words, “In this essay I will ...” This will help the readers to know what they should expect and how you will proceed.

- **Final Paper** (40%)

For your final paper will be on a topic of your own choice. It can be about a personal encounter or experience, a novel, a poem, a piece of news, a social phenomenon, a historical event, or any other topic that can be sociologically investigated. You are expected to craft a 2500-word paper about it. In this paper you need to draw on scholarly work (academic books or peer-reviewed papers including our class readings) to analyze or explain that phenomenon. Here are some sample topics. One of my former students used Durkheim’s notion of collective conscience and deviance to discuss Albert Camus’s novel, *The Stranger*, both of which we will read in our class. Another student drew on Marx’s analysis of capitalism to talk about mass incarceration and prison labor. Some of my students have succeeded to present their essays in regional conferences and some even developed an interest and pursued their graduate degree in these subject matters. This project can be a good start.

To choose your topic, I advise you to choose a social problem that bothers you. This preoccupation or irritation will result in a socially responsible form of devotion which goes past mere description of the problem through offering solutions for it. Furthermore, as you start learning about the social problem under investigation and offering possible solutions for it, a sense of opening and relief will give you hope and courage. Sociology is not, and should not be, only a problem-posing field. It should offer solutions and expand our imagination.

Again, I encourage you to take notes when you do the readings, attend to class discussions, and listen to lectures. Summarize every reading that you do. Highlight the sections that are interesting to you.

For this assignment, first submit a 500-word informative draft by 23:59 on Friday, October 4, 2019 (10%). This draft needs to clearly state the topic, your main question in one clear sentence, the significance of the topic, and how you will approach it.

I will provide feedback on your draft. You are expected to submit the final version by 23:59 on Friday, December 6, 2019.

### **Why these assignments?**

A combination of low- and high-stake assignments, both of which you will be consistently working on throughout the semester, increases your chances of success. Additionally, with the expansion of your knowledge and improvement of your skills, you will see your upward trajectory and the enrichment of your arguments' content and their presentation.

The reflective essays particularly are meant to make us connect our personal life to larger structures and history. Critical reflection, self-assessment, production and presentation of a solid argument in a coherent way and limited space, and finally the application of sociological concepts and theories are the main purpose of this assignment. Hence, these essays are meant to both expand your sociological knowledge and develop and hone certain skills that you as social scientists need to possess.

Although the final essay shares some of these objectives, it is meant to help you research a topic more in-depth and detail. It requires you to conduct a more thorough research and organize your piece based on the structure of academic papers. Since this assignment is lengthier, it must have an introduction and a roadmap, a body with subheadings, and conclusion. We will learn more about these requirements in class. A more thorough rubric will be provided for each assignment during the semester. In case you need help with academic writing, in addition to my comments and guidelines, you can benefit from our Writing Center which is located on the third floor of Pierce Hall. The Writing Center offers two kinds of conferences for your students, walk-in or liaison conferences. To learn more about this great resource please click on [this link to Kenyon Writing Center](#).

### **Grading Scale**

90-100 A, 87-89 B+, 83-86 B, 80-82 B-, 77-79 C+, 73-76 C, 70-72 C-, 60-69 D

### **Important Dates**

- Reflective Essays are due on the first Saturday after that theme is concluded in our class.
- Final Paper's formative draft is due by 23:59 on Friday, October 4, 2019.
- Final Paper to be submitted by 23:59 on Friday, December 6, 2019.
- Two Guest Speakers:
  - Wednesday, October 16, 2019
    - Guest Speaker: Dr. Baz Dreisinger

Wednesday, October 30, 2019

- Guest Speaker: Jessica Bruder

### **Once again: Student Resources**

- Kenyon Health and Counselling ([click here](#))

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- Campus Safety ([click here](#))
- Student Accessibility and Support Services ([click here](#))
- Kenyon Writing Center ([click here](#))

This syllabus is subject to change. Changes, if any, will be announced in class.

### **Course Schedule**

#### **Week 1**

Friday, August 30, 2019

- Syllabus day; Introduction to one another.

#### **Week 2**

##### **Theme 1. Teaching Philosophy**

Monday, September 2, 2019

- Freire, Paulo. 2005. *Pedagogy of the Oppressed*. New York, NY: The Continuum Publishing Corporation. Chapter 2. Pages 71-86.

##### **Theme 2. What Is Sociology?**

Wednesday, September 4, 2019

- Mills, C. Wright. 1959. *The Sociological Imagination*. New York, NY: Oxford University Press. The Promise (7-20)

##### **Theme 3. Foundations of Sociological Thought: Humans in the State of Nature**

Friday, September 6, 2019

- Hobbes, Thomas. [1651] 2012. "Of the Natural Condition of the Commonwealth." *In Classical Sociological Theory*, edited by Craig Calhoun, Joseph Gerties, James Moody, Steven Pfaff, and Indermohan Virk, 30-37. West Sussex: Wiley-Blackwell.

Monday, September 9, 2019

- Rousseau, Jean-Jacques. [1776] 2012. "Of the Social Contract." *In Classical Sociological Theory*, edited by Craig Calhoun, Joseph Gerties, James Moody, Steven Pfaff, and Indermohan Virk, 38-49. West Sussex: Wiley-Blackwell.

#### **Week 3**

Wednesday, September 11, 2019

- Smith, Adam. [1776] 2012. "The Wealth of Nations." *In Classical Sociological Theory*, edited by Craig Calhoun, Joseph Gerties, James Moody, Steven Pfaff, and Indermohan Virk, 55-66. West Sussex: Wiley-Blackwell.

Friday, September 13, 2019



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- Marx, Karl. [1844] 2012. "Economic and Philosophic Manuscripts of 1844." In *Classical Sociological Theory*, edited by Craig Calhoun, Joseph Gerties, James Moody, Steven Pfaff, and Indermohan Virk, 146-155. West Sussex: Wiley-Blackwell.

Monday, September 16, 2019

- Documentary: Excerpts of Life and Debt. [Trailer](#).
- Recommended Movie: Modern Times. [Trailer](#).

### **Week 4**

#### **Theme 4. American Sociology: Colonialism and Empire**

Wednesday, September 18, 2019

- Go, Julian. 2013. "Sociology's Imperial Unconscious: The Emergence of American Sociology in the Context of Empire." In *Sociology and Empire: The Imperial Entanglements of a Discipline*, edited by George Steinmetz, 83–105. Durham: Duke University Press.
- Friday, September 20, 2019
- Grosfoguel, Ramón. 2010. "Epistemic Islamophobia and Colonial Social Sciences." *Human Architecture: Journal of Sociology of Self-Knowledge* 8 (2): 29–38.

#### **Theme 5. Social Facts, Performance, and Deviance**

Monday, September 23, 2019

- Durkheim, Émile. [1893] 2012. "The Division of Labor in Society." In *Classical Sociological Theory*, edited by Craig Calhoun, Joseph Gerties, James Moody, Steven Pfaff, and Indermohan Virk, 220-242. West Sussex: Wiley-Blackwell.

### **Week 5**

Wednesday, September 25, 2019

- Foucault, Michel. 1995. *Discipline and Punish: The Birth of the Prison*. New York: Vintage. Panopticon (195-228).

Friday, September 27, 2019

- Goffman, Erving. [1956] 2008. *The Presentation of Self in Everyday Life*. New York: Anchor Books/Random House. Introduction (1-10) and The Arts of Impression Management (132-151).

### **Week 6**

Monday, September 30, 2019

- Novel: Camus, Albert. 1946. *The Stranger*. New York: Vintage Books.

#### **Theme 6. Movement and Mobility**

Wednesday, October 2, 2019

- Dreisinger, Baz. 2016. *Incarceration Nations: A Journey to Justice in Prisons Around the World*. New York: Other Press. Introduction (1-21), Revenge and Reconciliation-Rwanda (23-58)

## *Society in Comparative Perspective*

Friday, October 4, 2019

- Dreisinger, Baz. 2016. *Incarceration Nations: A Journey to Justice in Prisons Around the World*. New York: Other Press. Solitary and Supermaxes-Brazil (173-200), Private Prisons-Australia (201-231), Justice-Norway (271-306).

### **Week 7**

Monday, October 7, 2019

- De León, Jason. *The Land of Open Graves*. Oakland, California: California University Press. Introduction (1-9), Chapter 1: Prevention Through Deterrence (23-37), Chapter 2: Dangerous Ground (38-61).

Wednesday, October 9, 2019

- Pitzer, Andrea. 2017. *One Long Night: A Global History of Concentration Camps*. New York, NY: Little, Brown and Company. Introduction (3-16), Chapter One: Born to Generals (17-53), Chapter Two: Death and Genocide in South Africa (54-87).

Friday, October 11, 2019

- (No class; October Break)

### **Week 8**

Monday, October 14, 2019

- Pitzer, Andrea. 2017. *One Long Night: A Global History of Concentration Camps*. New York, NY: Little, Brown and Company. Chapter Eight: Echoes of Empire (294-323); Chapter Ten: Guantánamo Bay and the World (353-409).

Wednesday, October 16, 2019

- *Guest Speaker: Dr. Baz Dreisinger*

Friday, October 18, 2019

- Mele, Christopher. 2016. "Revisiting the Citadel and the Ghetto: Legibility, Race, and Contemporary Urban Development." *Sociology of Race and Ethnicity* 2 (3): 354–71.
- Braun, Bruce and James McCarthy. 2005. "Hurricane Katrina and Abandoned Being." *Environment and Planning D: Society and Space* 23: 802–809.

### **Week 9**

#### **Theme 7. Class**

Monday, October 21, 2019

- Weber, Max. 1930. "The Protestant Ethics and the Spirit of Capitalism." *In Classical Sociological Theory*, edited by Craig Calhoun, Joseph Gerties, James Moody, Steven Pfaff, and Indermohan Virk, 291-309. West Sussex: Wiley-Blackwell.

Wednesday, October 23, 2019

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- Bruder, Jessica. *Nomadland: Surviving America in the Twenty-First Century*. New York, NY: W.W. Norton & Company. Chapter One: Squeeze Inn (3-28), Chapter Five: Amazon Town (95-114).  
Friday, October 25, 2019
- Bruder, Jessica. *Nomadland: Surviving America in the Twenty-First Century*. New York, NY: W.W. Norton & Company. Chapter Eight: Halen (163-181), Chapter Eleven: Homecoming (207-242).
- Harris, Amy Julia and Shoshana Walter. 2017. "All Work. No Pay." *Reveal*. [HERE](#).

### **Week 10**

#### **Theme 8. Race, Ethnicity, and Immigration**

Monday, October 28, 2019

- Desmond, Matthew, and Mustafa Emirbayer. 2009. *Racial Domination, Racial Progress: The Sociology of Race in America*. New York N.Y.: McGraw-Hill. Preface (v-x) and Chapter 1: Race in the Twenty-first Century (1-48).

Wednesday, October 30, 2019

- *Guest Speaker: Jessica Bruder*

Friday, November 1, 2019

- Glenn, Evelyn Nakano. 2015. "Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation." *Sociology of Race and Ethnicity* 1 (1): 54–74.

### **Week 11**

Monday, November 4, 2019

- Trouillot, Michel-Rolph. 1995. *Silencing the Past: Power and the Production of History*. Boston, MA: Beacon Press. Chapter 4: Good Day, Columbus (108-140).
- Recommended Reading: Nagel, Joane. 1995. "American Indian Ethnic Renewal: Politics and the Resurgence of Identity." *American Sociological Review* 60 (6): 947–65.

Wednesday, November 6, 2019

- Bonilla-Silva, Eduardo. 2002. "The Linguistics of Color Blind Racism: How to Talk Nasty about Blacks without Sounding "Racist"." *Critical Sociology* 28(1-2): 41-64.
- Feagin, Joe R. 2006. *Systemic Racism: A Theory of Oppression*. New York, NY: Routledge. Chapter 1: Systemic Racism (1-52).

Friday, November 8, 2019

- Documentary: Excerpts of 13<sup>th</sup> ( [Trailer](#) )

### **Week 12**

#### **Theme 9. Gender and Sexuality**

Monday, November 11, 2019

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- Gilman, Charlotte Perkins. [1898] 2012. "Women and Economics." In *Classical and Contemporary Sociological Theory: Texts and Readings*, edited by Scott Applerouth and Laura Desfor Edles, 198-217. Thousand Oaks, California: Sage Publications.  
Wednesday, November 13, 2019
- West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender and Society* 1(2): 125-151.  
Friday, November 15, 2019
- Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16(3): 485-501.

### **Week 13**

Monday, November 18, 2019

- Messner, Michael A. 2000. "Barbie Girls Versus Sea Monsters: Children Constructing Gender." *Gender and Society* 14(6): 765-784.  
Wednesday, November 20, 2019
- Documentary: For the lack of a better option: Excerpts of Miss-Representation ([Trailer](#))

### **Theme 10. Nationalism and War**

Friday, November 22, 2019

- Anderson, Benedict. 1991. *Imagined Communities*. London: Verso. Excerpts from Introduction and Chapter Two (Cultural Roots).
- Chatterjee, Partha. 1993. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton Studies in Culturepowerhistory. Princeton, N.J.: Princeton University Press. Chapter One: Whose Imagined Communities (3-13).

### **Week14**

Monday, November 25, 2019 (No class; Thanks Giving Break)

Wednesday, November 27, 2019 (No class; Thanks Giving Break)

Friday, November 29, 2019 (No class; Thanks Giving Break)

### **Week 15**

Monday, December 2, 2019

- Nagel, Joane. 2000. "Ethnicity and Sexuality." *Annual Review of Sociology* 26: 107–33.
- Vine, David. 2015. *Base Nation: How U.S. Military Bases Abroad Harm America and the World*. New York: Metropolitan Books. Sex for Sale (163-179), Militarized Masculinity (180-191).  
Wednesday, December 4, 2019

## *Society in Comparative Perspective*

- Vine, David. 2015. *Base Nation: How U.S. Military Bases Abroad Harm America and the World*. New York: Metropolitan Books. Introduction (1-14), The Birth of Base Nation (17-43), The Displaced (63-81), The Colonial Present (83-95), True Security (321-338).

Recommended Interview

- Edward Said on Orientalism ([HERE](#))

### **Theme 11. Food, Consumption, and Environment**

Friday, December 6, 2019

- Kwan, Samantha. 2009. "Individual versus Corporate Responsibility." *Food, Culture & Society* 12(4): 477-495.
- Stewart, Kate and Matthew Cole. 2009. "The Conceptual Separation of Food and Animals in Childhood." *Food, Culture & Society* 12(4): 457-476.

### **Week 16**

Monday, December 9, 2019

- Bakker, Karen. 2005. "Katrina: The Public Transcript of 'Disaster'." *Environment and Planning D: Society and Space* 23: 795-801.
- Barlett, Donald L. and James B. Steele. 2008. "Monsanto's Harvest of Fear." *Vanity Fair* ([HERE](#))

### **Theme 12. My Place in the Universe and My Responsibility**

Wednesday, December 11, 2019

- Mills, C. Wright. 1959. *The Sociological Imagination*. New York, NY: Oxford University Press. Appendix: On Intellectual Craftsmanship (126-144).

Friday, December 13, 2019

- Documentary: Excerpts of I AM. [Trailer](#).