

Theory and Research in Comparative Sociology

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There are eight workshops in the course (each workshop meets four times, for a three-hour session) and 2 lectures. From the eight workshops three are methodological, two theoretical and three substantive. The workshops are supplemented by tutorials and office hours during which participants can meet with faculty on a one-on basis to discuss their individual research or teaching agendas, ask for clarification about the course content, etc.

The methodology of the workshops combine a short lecture, with a seminar discussion with participants. Participants are also asked to work with example, so for instance to prepare a plan how to teach a methodology class, takes field notes and present those in class. The theory workshops engage participants in discussion of text, based on close reading of those texts. The substantive workshops combine lectures with the discussion of the assigned readings in a seminar format. The public lectures follow the traditional lecture format.

Assessment is based on creative assignments, such as short essays, outline of a lecture, design of a research method.

I. Methodology workshops

1/'Teaching Social Statistics' (Szonja Szelenyi).

This hands-on seminar will introduce you to some of the latest thinking on teaching elementary statistics at the university level. The sessions have been designed to provide you with suggestions for (a) generating data sets, (b) illustrating statistical concepts, (c) examining statistical tests, (d) developing participants' skills, and (e) evaluating success in statistics. In the course of this seminar you will be expected to devise your own syllabus, sketch out a number of homework assignments, and submit a plan for one or more class projects.

Required text: Joel Best. 2001. *Damned Lies and Statistics: Untangling Numbers from the Media, Politicians, and Activists*. Berkeley: University of California Press. (Chapters, which are required readings, will be specified later)

2/'Advanced Statistics' (Bruce Western, Princeton University) introduces participants to the most novel statistical techniques in social sciences. The workshop introduces participants into questions of linear models and generalized linear models, nonlinearities in regression and the statistics of causal inference.

Readings:

Jeff Gill (2000), *Generalized Linear Models: A Unified Approach*. Sage Publications. (Chapters, which are required readings will be specified later.)

Edward E. Leamer (1983). "Let's Take the Con Out of Econometrics" *American Economic Review* 73(1):31-43.

John Fox. *Applied Regression Analysis, Linear Models, and Related Methods*. Sage Publications. Pp. 309-335.

Christopher Winship and Stephen Morgan (1999), "The Estimation of Causal Effects from Observational Data." *Annual Review of Sociology* 25:659-706.

3/'Ethnography' (Gail Kligman) introduces some of the key issues of contemporary ethnographic research. It begins with a general overview, then explores recent critical concerns about ethnographic methods. Participants are required to do all of the readings and be prepared to discuss them. A supplementary reading list will be available for your future reference.

Assignments: participants are required to submit two pages, single-spaced, for each sessions' reading assignments. In these, they are expected to note key issues raised in the readings.

The basic text for this seminar is R. Emerson, ed. *Contemporary Field Research: Perspectives and Formulations*. Prospect Heights, IL: Waveland Press, 2001.

(Chapters, which are required readings will be specified later.)

II. Theory workshops

1/'Reading Weber' (Ivan Szelenyi) With the fall of communism the comparative-historical sociology of Weber gains new relevance. Weber is arguably the only sociologist among the 'classics' who did not regard capitalism as a 'single destination' and began to develop a research program of comparative capitalism as early as the turn of the 19th-20th century. The purpose of this workshop is to offer an opportunity to people to read closely crucial Weber texts from his *Economy and Society* and try to reconstruct Weber's non-evolutionary theory of history in general and capitalism in particular. Such 'close reading of the text' is especially warranted in this case. Weber's work offers itself to diverse interpretations, his method of 'ideal type construction' calls for an ongoing dialogue between theoretical generalizations and empirical evidence. Therefore Weber rarely reaches 'final conclusions, his theory building is 'open ended' and therefore could be interpreted in often rather contradictory ways. Furthermore, *Economy and Society* is an unfinished piece of work and far from the last word.

The central concern of the workshop is Weber's sociology of domination, which offers a good opportunity for us to contrast the difference between Marx and Weber in the way the conceptualize modernity, or capitalism, the interaction between the economic, social and political instances and the differences in their theory or philosophy of history.

The workshop begins with the analysis of the conceptual foundation of the sociology of domination. Weber's theory of rationality and his theory of legitimacy are of formative importance for the discipline of sociology, though both of these theories can be interpreted in strikingly different ways. Some, if not most of Weber interpreters read Weber as an 'ideologue' of instrumental reason. The instrumental rationality of the market is seen as 'ultimate rationality' and Weber as a fore-runner of rational choice theory. It is possible to read Weber as a theorist who offers a multi-dimensional concept of rationality, value rationality is not inferior, just different from instrumental rationality. Therefore the workshop begins with discussions about Weber's theory of rationality and legitimacy before reviewing his three forms of domination and trying to understand Weber's theory of social change, philosophy of history. What is Weber's view about evolution, is he an evolutionist or an anti-evolutionist? Is legal-rational

authority seen as the end of history' by Weber and does that imply an approval of bureaucratic domination? What is the relation between bureaucracy, capitalism and socialism? Finally we will read closely Weber's incomplete theory of social structure, in particular his theory of rank (occasionally translated as 'estate' or 'status') and class. Is Weber the first of stratification theorists, who offers a 'three dimensional theory of social inequality' or is it more accurate to read Weber as a historical sociologist for whom the distinction between rank and class is a historic one?

Participants will receive a copy of Weber's *Economy and Society*.

Assignments: Participants will be required to prepare 4 sets of reading notes, no more than 300 words each, completed after each seminar.

2/'Marxist Social Science (Michael Burawoy). As a fertile social science Marxism has enjoyed varied fortunes over the last century and a half. As a body of theory that claims that ideas develop in historical context, and particularly in their economic and political context, Marxism recomposes itself, on pain of extinction, in accordance with changes in the world it seeks to transform. What then might be an appropriate Marxism for a postcommunist world, a world that has come to be dominated by market ideologies, a world in which socialism appears as an anachronistic utopia? In this short course we examine the nature of classical Marxism and discuss two roads toward, what I call, sociological Marxism -- a Marxism that gives central role to society. The first road builds on the theories of Lenin and is taken by the Italian Marxist, Antonio Gramsci, whose ideas of hegemony rest on the rise of civil society and its close relation to the state. He establishes the difficulty of starting and sustaining a transition to socialism in advanced capitalism. The second road builds on the work of Lukács and is taken by Karl Polanyi who explores the self-protective reaction of society against the commodification of land, labor and money. He provides a glimpse into the societal foundations for challenging capitalism. We shall explore how these two writers share a common critique of classical Marxism and end up with a similar vision of socialism but offer divergent but complementary ways for reconstituting Marxism.

The reader contains pieces written by Marx and Engels (we do not have time to read Lenin and Lukács), and selections from Antonio Gramsci, *Selections from the Prison Notebooks* (New York: International Publishers, 1971). Karl Polanyi, *The Great Transformation* (Boston: Beacon Press, Second Paperback Edition, 2001) will be made available to participants in the course.

Assignments: Participants will be required to prepare 4 sets of reading notes, no more than 300 words each, completed after each seminar.

III. Substantive workshops

1/ 'Gender inequality' (Szonja Szelenyi). This mini-seminar offers a comprehensive overview of historical and contemporary patterns of gender inequality. The first session will be devoted to the examination of different ideas (biological, functionalist, feminist) about gender inequality. The remainder of the seminar will involve both theoretical analyses and empirical investigations of several substantive areas: the historical development of gender stratification, the nature of gender inequality in contemporary societies, cross-national comparisons of gender inequality, and strategies for social change. Specific topics will include: division of labor between men and women; relationship between social class and gender; dynamics of occupational sex segregation; gender differences in social mobility, socialization, and educational attainment; racial and cross-national variations in gender inequality. Each section will

contain an examination of key theoretical debates and a survey of recent feminist research that is relevant to these debates.

Required text: Eleanor Maccoby. 1999. *The Two Sexes: Growing Up Apart, Coming Together*. Cambridge, MA: Harvard University Press.

2/ 'Social inequality' (David Grusky). This course examines contemporary approaches to understanding the differential distribution of valued goods and the social processes by which such inequality comes to be seen as legitimate, natural, or desirable. Although egalitarian values are a fundamental feature of postmodernity, these values exist in tension with high and even increasing levels of inequality. Moreover, the processes that generate and maintain inequality appear to be changing, as are the consequences of inequality for lifestyles, consumption practices, and life chances. The foregoing changes invite fresh study of the structure of social inequality and how it varies by time and place. The course focuses on developing fruitful lines of comparative research on issues of poverty and inequality. The relevant classical texts and research literature will of course be reviewed as necessary, but emphasis will be placed on discussing and developing research projects that assist in making sense of emerging forms of inequality. These projects will be developed in the core fields of (a) class analysis, (b) poverty and economic inequality, (c) social mobility, and (d) race, ethnicity, and gender. We will devote one three-hour session to each of these core fields. In the course of addressing these fields, a broad overview of the relevant literature will be provided, but the focus will quickly shift to identifying some of the most pressing debates in the field and how these might be fruitfully researched. The format for each session will therefore be as follows:

- lead-off lecture providing relevant background (2:00pm-2:50pm),
- seminar-style discussion of the readings (3:00pm-3:50pm),
- concluding discussion of relevant research projects (4:00pm-4:50pm).

For each session, participants should of course complete the assigned readings, but also come prepared to discuss those readings and to propose new research projects relevant to the literature being addressed.

Assignments: four (esetleg nem kellene kettore csokkenteni?) brief research proposals. The research proposals should lay out a line of research that would contribute to the literature in each of the four fields.

3/ 'Labor Markets and Labor Movements in Comparative Perspective' (Bruce Western) The workshop reviews the institutional forms of industrial relations, union growth in advanced economies, conflict and cooperation between workers and employers, effects of unionization on wages and unemployment. It ends with some macro-sociological concerns: thus it will be investigated whether unions are class organization and what the relationship is between unions and the nation state.

Readings:

Herbert Kitschelt, Peter Lange, and Gary Marks (eds.) (1999). *Continuity and Change in Contemporary Capitalism*. New York: Cambridge University Press. (Chapters, which are required readings will be specified later.)

David Cameron (1984), "Social Democracy, Corporatism, Labour Quiescence and the Representation of Economic Interest in Advanced Capitalist Society." Pp. 142-178 in *Order and Conflict in Contemporary Capitalism: Studies in the Political Economy of Western European Nations*, edited by John Goldthorpe.

T.H. Marshall (1950), *Citizenship and Social Class*. New York: Pluto Press. Pp 27-51. (This includes sections on "Social Rights in the Twentieth Century," "Conclusions," and notes.)

Gosta Esping-Andersen (1999). *Social Foundation of Post-Industrial Economies*. New York: Oxford University Press. Pp. 15-31.

July 1, 2002, Monday

9:00-12:00 Teaching Social Statistics 1 (Szonja Szelenyi)

Getting Started:

What is statistics? Emphasizing the importance of learning statistics. Selecting an introductory statistics textbooks. Evaluating statistical analysis packages. WWW Resources for teaching statistics.

11:50-1:00 Lunch break

1:00-1:30 Computer Lab Tour

2:00-4:50 Social inequality 1 (David Grusky)

Are Social Classes Withering Away?

In this module, we examine ongoing debates about the structure of "postmodern" social classes, addressing three of the most contentious claims in the contemporary literature. We begin by examining currently popular efforts to define social classes in terms of capacities for extracting rent, then turn to the postmodern argument that all such efforts to salvage class analysis gloss over the demise of class-like organization at the site of production, and conclude by addressing the claim that, while conventional "big classes" may well have withered away, the site of production continues to spawn "micro-classes" that are powerful determinants of life chances, political behavior, and consumption practices.

1. Social Class and Rent

Erik O. Wright. 2001. "A General Framework for the Analysis of Class Structure." Pp. 116-28, Social Stratification: Class, Race, and Gender in Sociological Perspective, 2nd edition, edited by David B. Grusky. Boulder, CO: Westview Press.

Aage B. Sørensen. 2000. "Toward a Sounder Basis for Class Analysis." *American Journal of Sociology* 105, pp. 1523-58.

2. Postmodernism and the End of Class

Jan Pakulski & Malcolm Waters. 2001. "The Death of Class." Pp. 866-74, Social Stratification: Class, Race, and Gender in Sociological Perspective, 2nd edition, edited by David B. Grusky. Boulder, CO: Westview Press.

Stuart Hall. 2001. "The Meaning of New Times." Pp. 859-65, *Social Stratification: Class, Race, and Gender in Sociological Perspective*, 2nd edition, edited by David B. Grusky. Boulder, CO: Westview Press.

3. The Future of Big Social Classes

David B. Grusky & Jesper B. Sørensen. 2001. "Are There Big Social Classes?" Pp. 183-94, *Social Stratification: Class, Race, and Gender in Sociological Perspective*, 2nd edition, edited by David B. Grusky. Boulder, CO: Westview Press.

July 2, 2002, Tuesday

9:00 - 11:50 Reading Weber 1 (Ivan Szelenyi)

Conceptual foundations of the sociology of domination

Required readings: Max Weber, *Economy and Society*, University of California Press, 1978, Chapter 1, pp. 24-26, 29-38, 53-54, Chapter 3, pp. 212-216

12:00 - 1:00 Library Tour

1:00 - 2:00 Lunch Break

2:00 - 4:50 Gender inequality 1 (Szonja Szelenyi)

Theories of Gender Inequality:

Topics covered in this session will include: biological and psychological accounts of gender inequality; functionalist explanations of gender relations; socialization theories; language, discourse, and gender; feminist theories.

July 3, 2002, Wednesday

9:00 - 11:50 Teaching Social Statistics 2 (Szonja Szelenyi)

Strategies for Teaching Statistics:

Structuring an introductory statistics course. More data, less lecturing. Working with teaching assistants. Conducting successful laboratory sessions. Reducing Participants' fears and dispelling statistics anxiety.

12:00 – 1:50 Teaching Methodology Workshop

1:50-3:00 Lunch Break

3:00-4:50 Social inequality 2 (David Grusky)

Globalization, Poverty, and Economic Inequality

Although the class analytic tradition remains popular, it is arguably less so than approaches that focus more narrowly on economic outcomes (esp. income) or treat inequality in multidimensional terms (e.g., the "capabilities" approach). In the second session, we begin by examining ongoing debates about how inequality is best measured, focusing on the various ways in which empirical evidence may be brought to bear on such debates. After these measurement issues are considered, we then turn to two of the most pressing sets of questions within this subfield:

(a) Why is income inequality increasing in many countries? Are these increases in income inequality accompanied by an across-the-board increase in inequalities of other kinds?

(b) How are globalization and related forces affecting the amount of inequality within and between countries? Are cross-national differences in welfare regimes gradually disappearing?

We again seek to develop new research agendas that address these core questions in fresh and creative ways.

1. Conceptualizing Poverty and Inequality

Amartya Sen. 1999. *Development as Freedom*. Pp. 87-110. New York: Alfred A. Knopf.

2. Why is Inequality Growing?

Martina Morris & Bruce Western. 2001. "Inequality in Earnings: Trends and Implications." Pp. 875-80, *Social Stratification: Class, Race, and Gender in Sociological Perspective, 2nd edition*, edited by David B. Grusky. Boulder, CO: Westview Press.

3. The Fate of Cross-National Variation in Welfare and Inequality Regimes

Gøsta Esping-Andersen. 2001. "Social Foundations of Postindustrial Economies." Pp. 830-45, *Social Stratification: Class, Race, and Gender in Sociological Perspective, 2nd edition*, edited by David B. Grusky. Boulder, CO: Westview Press.

July 4, 2002, Thursday

9:00- 11:50 Reading Weber 2 (Ivan Szelenyi)

Traditional and charismatic authority

Required readings: Max Weber E&S, Chapter 3, pp. 226-266.

Recommended readings: Chapter 13, pp. 1070-1110, Chapter 14, pp. 1111-1157, Chapter 15, pp. 1158-1163, 1181-1211

12:00 – 2:00 Lunch break

2:00-4:50 Gender inequality 2 (Szonja Szelenyi)

Patterns of Gender Inequality:

Topics will include: gender segregation in childhood; gender and adolescence; gender differences in educational inequality; the household division of labor; home and the workplace; occupational segregation and gender inequality; gender differences in the process of status attainment; earnings inequality and gender.

July 5, 2002, Friday

9:00 – 11:50 Status Consistency and Middle Class Formation (Petr Mateju)

11:50 - 1:00 Lunch Break

1:00 - 2:00 Office hour (by appointment with David Grusky and Szonja Szelenyi)

July 8, 2002, Monday

9:00 – 11:50 Teaching Social Statistics 3 (Szonja Szelenyi)

Teaching with Data:

Real data in classroom examples. Structuring and using small Participant projects in the classroom. Encouraging group problem solving and discussion. The importance of written and oral presentations. Demonstrations based on class-generated data.

12:00 – 1:00 Lunch break

1:00-3:50 Social Inequality 3 (David Grusky)

Who Now Gets Ahead?

In studying inequality, one cares not merely about how much of it there is, but also about which individuals and social groups are especially advantaged or disadvantaged in their efforts to "get ahead." We address this question by considering the three levels of analysis at which currently popular approaches have emerged:

- (a) We begin by discussing rational action models that seek to explain mobility processes and outcomes in terms of individual-level incentives and purposive behavior.
- (b) Next, the meso-level of individual interaction and social networks will be examined, with the focus thus shifting from purely purposive behavior to the way in which outcomes are affected by social capital and networks.
- (c) We turn, finally, to the level of macro-level constraints on mobility, considering the various mechanisms of social closure (e.g., occupational licenses, credentials) that inhibit the free flow of labor.

The main objective will, as always, be to discuss the research opportunities that these three approaches open up (and, obversely, foreclose).

1. Micro-level Approaches: Rational Action and Social Mobility

Richard Breen and John H. Goldthorpe. 2001. "Explaining Educational Differentials: Towards a Formal Rational Action Theory." Pp. 459-70, *Social Stratification: Class, Race, and Gender in Sociological Perspective*, 2nd edition, edited by David B. Grusky. Boulder, CO: Westview Press.

2. Meso-level Approaches: Social Capital and Getting Ahead

Nan Lin. 2001. "Social Networks and Status Attainment." Pp. 451-3, *Social Stratification: Class, Race, and Gender in Sociological Perspective*, 2nd edition, edited by David B. Grusky. Boulder, CO: Westview Press.

Ronald S. Burt. 2001. "Structural Holes." Pp. 454-8, *Social Stratification: Class, Race, and Gender in Sociological Perspective*, 2nd edition, edited by David B. Grusky. Boulder, CO: Westview Press.

3. Macro-level Approaches: Social Closure

David B. Grusky and Jesper Sørensen. 1996. "The Structure of Career Mobility in Microscopic Perspective." Pp. 83-114 in *Social Differentiation and Social Inequality*, edited by James N. Baron, David B. Grusky, and Donald J. Treiman. Boulder, CO: Westview Press.

4:00-4:50: Tutorial with Petr Mateju

July 9, 2002, Tuesday

9:00- 11:50 Reading Weber 3 (Ivan Szelenyi)

Legal-rational authority

Required readings: Max Weber, E&S, Chapter 3, 217-226.

Recommended readings: Chapter 11, pp. 956-1005

12:00 – 1:00 Lunch break

1:00 – 3:50 Gender inequality 3 (Szonja Szelenyi)

Gender in a Comparative Framework:

Topics covered: women and poverty; racial inequality among women; gender inequality in western democratic regimes; socialism, post-socialism, and gender inequality; gender and economic development.

4:00-4:50: Tutorial with Petr Mateju

July 10, 2002, Wednesday

9:00 – 11:50 Teaching Social Statistics 4 (Szonja Szelenyi)

Assessment:

Beyond testing and grading: new ways to use assessment to improve participant learning. Examples of homework assignments and exams. Monitoring and evaluating participant projects.

12:00 – 1:00 Lunch break

1:00-3:50 Social inequality 4 (David Grusky)

Racial, Ethnic, and Gender Inequality

The sociological study of racial, ethnic, and gender inequalities has of course burgeoned of late. In our last session, we will (a) summarize current work on the structure of cross-national variability in racial, ethnic, and gender inequalities, taking care to identify areas in which additional descriptive work is needed, (b) consider current debates and theorizing about the sources underlying such inequalities (e.g., the sources of the "gender gap" in income), and (c) examine the forces making for change and stability in ascriptive forms of inequality, addressing in particular whether new "grand narratives" of change might be formulated.

1. The Structure of Racial, Ethnic, and Gender Inequality

David B. Grusky and Maria Charles. 2001. "Is There a Worldwide Sex Segregation Regime?" Pp. 689-703
Richard Breen and John H. Goldthorpe. 2001. "Explaining Educational Differentials: Towards a Formal Rational Action Theory." Pp. 459-70, *Social Stratification: Class, Race, and Gender in Sociological Perspective*, 2nd edition, edited by David B. Grusky. Boulder, CO: Westview Press.

2. How is Such Inequality Generated?

William T. Bielby. 2001. "The Structure and Process of Sex Segregation." Pp. 703-14, *Social Stratification: Class, Race, and Gender in Sociological Perspective*, 2nd edition, edited by David B. Grusky. Boulder, CO: Westview Press.

Trond Petersen and Laurie A. Morgan. 2001. "The Within-Job Gender Wage Gap." Pp. 734-42, *Social Stratification: Class, Race, and Gender in Sociological Perspective*, 2nd edition, edited by David B. Grusky. Boulder, CO: Westview Press.

Barbara Stanek Kilbourne, Paula England, George Farkas, Kurt Beron, & Dorothea Weir. 2001. "Returns to Skill, Compensating Differentials, and Gender Bias: Effects of Occupational Characteristics on the Wages of White Women and Men." Pp. 761-76, *Social Stratification: Class, Race, and Gender in Sociological Perspective*, 2nd edition, edited by David B. Grusky. Boulder, CO: Westview Press.

3. Grand Narratives of Change and Stability

Robert Max Jackson. 1998. *Destined for Equality: The Inevitable Rise of Women's Status*. Pp. 1-23. Cambridge: Harvard University Press.

Herbert J. Gans. 2001. "The Possibility of a New Racial Hierarchy in the Twenty-first-century United States." Pp. 642-50, *Social Stratification: Class, Race, and Gender in Sociological Perspective*, 2nd edition, edited by David B. Grusky. Boulder, CO: Westview Press.

Alejandro Portes & Min Zhou. 2001. "The New Second Generation: Segmented Assimilation and Its Variants." Pp. 597-608, *Social Stratification: Class, Race, and Gender in Sociological Perspective*, 2nd edition, edited by David B. Grusky. Boulder, CO: Westview Press.

4:00-4:50: Tutorial with Petr Mateju

July 11, 2002, Thursday

9:00- 11:50 Reading Weber 4 (Ivan Szelenyi)

From rank to class

Max Weber, T&S, Chapter 4, pp. 302-307, Chapter 9, pp. 926-940.

12 :00 – 1:00 Lunch break

1:00 – 3:50 Gender inequality 4 (Szonja Szelenyi)

The Future of Gender Inequality:

Topics will include: the evolution of gender inequality; social movements and gender; globalization and gender; the future of gender inequality.

4:00-4:50: Tutorial with Petr Mateju

July 12, 2002, Friday

10 :00 – 10:50 Office hour (by appointment with Ivan Szelenyi)

Library Research

July 15, 2002, Monday

9:00- 11:50 Advanced Statistics 1 (Bruce Western)

Linear Models and Generalized Linear Models

We begin the seminar by quickly reviewing the linear model and its extension to the generalized linear model which includes the logistic and Poisson regressions as special cases.

12:00 – 1:00 Lunch break

1:00 – 3:50 Labor Markets 1 (Bruce Western)

Markets and Institutions

Lecture and seminar discussion examining the main institutional forms of industrial relations, and union growth in the longstanding capitalist democracies. Topics will include the structure of collective bargaining, the determinants of the union growth, and the link between parties and unions.

July 16, 2002, Tuesday

9:00 – 11:50 Ethnography 1 (Gail Kligman).

Introduction to Ethnography

We will first review the development of ethnographic research in anthropology and sociology, followed by discussion of contemporary issues in ethnographic research such as the reflexive turn, representation and ethnographic authority.

1) R. Emerson, ed. *Contemporary Field Research: Perspectives and Formulations*

Waveland Press, 2001, 1-53.

Recommended: C. Geertz, "Thick Description: Toward an Interpretive Theory of Culture," in Emerson, 55-76.

12:00 – 1:00 Lunch break

1:00 – 3:50 Labor Markets 2 (Bruce Western)

Conflict and Cooperation

Why do workers and union leaders cooperate with employers under some conditions, but come into conflict under others? We explore this question by studying how levels of industrial conflict vary across countries. Economic and institutional theories of strike activity will also be examined.

July 17, 2002, Wednesday

9:00- 11:50 Advanced Statistics 2 (Bruce Western)

Nonlinearities in Regression

Today we consider a variety of approaches to nonlinearities in regression. Topics include transformations of the data, nonparametric and semi-parametric methods.

12:00 – 1:00 Lunch break

1:00 – 3:50 Labor Markets 3 (Bruce Western)

The Economic Effects of Unions

Researchers have extensively examined the effects of unions on the level wages, wage inequality across the labor force and unemployment. We will survey some of the main theories and examine evidence for the effects of unions on economic performance

July 18, 2002, Thursday,

9:00-11:50 Ethnography 2 (Gail Kligman)

Fieldwork Practices and Problems

We will discuss various issues pertaining to field research. What kinds of dilemmas emerge for researchers engaged in participant observation? Does a researcher's identity (e.g. gendered, ethnic) affect the research? How do researchers deal with ethical issues that may arise in the course of fieldwork?

M. Baca Zinn, "Insider Field Research in Minority Communities," In *Contemporary Field Research*, 159-66;

C. Warren, Gender and Fieldwork Relations," In *Contemporary Field Research*, 203-23;

N. Scheper-Hughes, "Crediting An Clochan," *Saints, Scholars, and Schizophrenics: Mental Illness in Rural Ireland*. University of CA Press, 2001, 308-28

J. Macleod, "Dilemmas of Fieldwork," *Ain't No Makin' It: Aspirations and Attainment in a Low-income Neighborhood*. Westview Press, 1987, 270-302.

Recommended: R. Emerson, *Contemporary Field Research*, 113-151.

12:00 – 1:00 Lunch break

1:00 –3:50 Labor Markets 4 (Bruce Western)

Macro-sociology: Class, Nation, and Social Change

The final seminar will draw together material covered in the previous three days and try to draw out their macro-sociological implications. Are unions class organizations, in some sense? How have national boundaries shaped the development of union organization? What is the role of labor movements in broad patterns of social change?

July 19, 2002, Friday

9:00-11:50 Changes in social stratification in Eastern Europe (Henryk Domanski)

12:00 – 1:00 Lunch break

1:00 – 1:50 Office hour (by appointment with Bruce Western)

July 22, 2002, Monday

9:00 – 11:50 Advanced Statistics 3 (Bruce Western)

Choosing Models

Today we discuss issues of model selection and model uncertainty. We begin with an introduction to conventional goodness-of-fit statistics, and then extend the analysis to consider the effects of pre-testing, and model uncertainty.

12:00 – 1:00 Lunch break

1:00 –3:50 Marxist Social Science 1 (Michael Burawoy)

From Marx to Marxism

Classical Marxism rests on the geographical and temporal coincidence of three processes: (1) the capitalist economy sowing the seeds of its own destruction; (2) the intensification of class struggle; and (3) the spontaneous creation within capitalism of the material foundations of socialism. Both Lenin and Lukács revise this classical Marxism. Lenin recognizes that there is no final crisis to capitalism, leading him to pay more attention to politics. He revolutionizes Marxist theory with his analysis of imperialism, the capitalist state and the transition to socialism. Lukács takes off from Marx's writings on the fetishism of commodities and argues that capitalism mystifies its underlying relations, posing obstacles to class formation and class struggle. Lenin creates the terrain upon which Gramsci's theories grow, just as Lukács creates the basis for Polanyi's theories.

1. Marx and Engels: The Rise and Fall of Capitalism

- Marx and Engels, "The Communist Manifesto."
- Marx: "Wage Labor and Capital."
- Engels, "Socialism Utopian and Scientific."

2. From Marx to Marxism: The Durability of Capitalism

- Lenin: "State and Revolution."
- Lukács: "History and Class Consciousness."

July 23, 2002, Tuesday

9:00-11:50 Ethnography 3 (Gail Kligman)

Ethnographies of Changing Property, Production and Social Relations

These articles provide ethnographic analyses of social-structural change. We will focus on relationships between property, production, and social relations and identities.

1) K. Verdery, "The Elasticity of Land: Problems of Property Restitution in Transylvania," In *What Was Socialism and What Comes Next?* Princeton University Press, 2996, 133-67.

2) K. Kovacs and M. Varadi, "Women's Life Trajectories and Class Formation in Hungary," IN S. Gal and G. Kligman, *Reproducing Gender: Politics, Publics and Everyday Life After Socialism*, Princeton University Press, 2000, 176-199.

12:00 – 1:00 Lunch break

1:00-3:50 Marxist social science 2 (Michael Burawoy)

From Lenin to Gramsci.

Lenin's critique of classical Marxism opens the space for Antonio Gramsci (1891-1937), Italian Marxist and pioneer of Western Marxism who introduces the notion of civil society to mark the distinctiveness of advanced capitalism. He theorizes a new form of domination, hegemony, which is a combination of force and consent and is realized through the connection of state and civil society. This transforms the terrain of class struggle and the character of the transition to socialism which now give centrality to the slow and patient transformation of society (War of Position) rather than the direct dismantling of the state (War of Movement). He reconceptualizes the relations between classes which are no longer in irreconcilable conflict but forge unstable compromises, in which a dominant class presents its interests as the interests of all. Gramsci demonstrates just how difficult it is to build working class "counter-hegemony."

1. Hegemony I: State and Civil Society

- Introduction to Gramsci. "Revolution Against 'Capital'"
- State (p.161, first new paragraph; p.80, footnote 49; p.56 footnote 5; p.244, line 7-14).
- Civil Society (pp.179, first new paragraph; p.243, first paragraph; p.238, first new paragraph).
- War of Position and War of Movement (p.243, first paragraph; p.235, new paragraph beginning line 8; p.233, first two full paragraphs; pp.238-9, the entire section; p.265, first new paragraph.)
- The Party (p.133; p.265).
- The Regulated Society (pp.257-65).

2. Hegemony II: Class Formation, Ideology and Intellectuals

- Class formation. (Last paragraph on p.180 to section end on p.185, particularly pp.180-182)
- Ideology (p.125 last line - p.126 line 4; p.9 last line - p.10, line 13).
- Organic and Traditional Intellectuals (pp.3-10; 14-16).

July 24, 2002, Wednesday

9:00 – 11:50 Advanced Statistics 4 (Bruce Western)

The Statistics of Causal Inference

Our final day is spent introducing some topics in the area of causal inference. Topics include a statistical definition of causation and a discussion of recent developments in the area of causal inference.

12:00 – 1: 00 Lunch break

1:00-3:50 Marxist social science 3 (Michael Burawoy)

From Lukacs to Polanyi.

In his critique of the market Lukács lays the groundwork for the theory of fellow Hungarian Karl Polanyi (1886-1964). Polanyi offers an historically specific analysis of the effects of the commodification of land, labor and money in 19th. century England. He describes the way society spontaneously springs to the defense of these "fictitious commodities". The impulses behind the emergent society are classes that advance their interests by defending and reconstituting society. The potential in historical development is not the movement of class-in-itself to class-for-itself, but of society-in-itself to society-for-itself. This optimistic logic is easily derailed by extreme reactions against the market that obliterate society, leading to fascism and communism. As for Gramsci, so for Polanyi, socialism is the subordination of the economy to society. If Gramsci has a theory of hegemony, Polanyi offers a theory of counter-hegemony, a universal interest that all classes share in decommodification of everyday life. This resistance to the market, however, is led by subaltern groups.

1.The Rise of the Self-regulating Market (Chapters 4-6)

- The role of the state in the creation of the market society and the fictitious commodities, land, labor and money.
- Ideologies of the market and the discovery of society.

2.The Self-protection of Society (Chapters 11-17, 21)

- The reaction of society to the commodification of labor, land and money.
- The role of classes in the protection of society.
- Capitalisms and Socialisms

July 25, 2002, Thursday

9:00 – 11:50 Ethnography 4 (Gail Kligman)

Macro Issues in/and Ethnographic Research

We will discuss recent ethnographic approaches to macro issues. Can states be studied ethnographically? What are global ethnographies and how can they be done?

1) G. Kligman, *The Politics of Duplicity: Controlling Reproduction in Ceausescu's Romania*. University of CA Press, 1998, 2-4, 163-205.

2. S. Falk Moore, "The international production of authoritative knowledge: the case of drought-stricken West Africa," *Ethnography* 2:2(2001): 161-90; and, recommended:

M. Burawoy, "Manufacturing the global," *Ethnography* 2:2(2001): 147-59

12:00 – 1: 00 Lunch break

1:00-3:50 Marxist social science 4 (Michael Burawoy)

For sociological Marxism

We end with a discussion of two analytically separate processes: the fall of communism and the transition to a market economy. From a Gramscian standpoint the disintegration of communism can be seen as the failure to create an autonomous, stabilizing society. From a Polanyian point of view the transition to a market economy has many of the features of the Polanyian 19th. century transition, except the reaction from society is variable (as it was indeed then) at both the national and global levels.

1.The Collapse of Communism and Its Aftermath

- Gramscian Analysis of the Failure of Communism
- Polanyian Analysis of the Failure of Postcommunism

2.Global Hegemony and Counter-Hegemony

- Gramscian Analysis of Supranational Agencies
- Polanyian Analysis of the Rise of Global Civil Society

4:00 - 5:00: Office hour (by appointment with Michael Burawoy)

July 26, 2002, Friday

Course closing procedures (evaluation, awarding certificates)

Farewell party