HTS 4011A Tues. 9:05-11:55pm Spring 2007 DM Smith, Rm 107

Seminar: Sociology of Social Change

Professor Winders

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Office Hours: Tues., 3:00-4:00pm; & by appointment

Course Overview:

Societies change in a number of ways: economic systems change, political regimes rise and fall, family structures shift, status and material inequality grows and shrinks, industrialization and urbanization alter the landscape, and so forth. Such large scale changes can happen gradually or in violent eruptions. What factors contribute to such changes? How can we understand such changes?

This course will explore two central social institutions: the economy and the state. We will strive to understand changes related to these institutions: the rise and spread of the market economy (i.e., capitalism), the emergence and expansion of democracy, and changes in racial and class inequality.

The first portion of the semester will concentrate on major theoretical perspectives that strive to explain such social change. We will examine the role of the market economy in creating social change. We will also consider the role of class conflict. In this way, we need to recognize two sources of social change: large-scale social forces (e.g., the market economy or the state) and social movements (i.e., "the masses"). This creates a triangular explanation: the market economy, the state, and social movements.

During the second half of the semester, we will explore social change in the U.S. South: industrialization, urbanization, democratization, and changes in race relations and class structures. Between the mid-1800s and today, southern society experienced important changes. Most notably, the plantation system that had characterized social life, politics, and economics in the South disappeared by the 1970s. What happened? How did the national state contribute to this transformation? How did class and racial conflict reshape the South? What was the role of the market economy? We will explore each of these issues.

Requirements:

Grades will be based on several criteria: <u>class participation</u>, a <u>seminar presentation</u>, and a <u>research project</u>. In fulfilling these requirements, students are expected to adhere to the **Georgia Tech Honor Code** (see www.deanofstudents.gatech.edu/Honor/). Honor code violations will be addressed appropriately and could result in an "F" on the assignment or in the course. I am happy to accommodate you if you need any special considerations due to a disability, but please let me know *as soon as possible*. You should contact the **ADAPTS Office** (see www.adapts.gatech.edu/index2.htm).

Participation (40%)

Student participation is essential for this class. Since each class session will center around discussion, make sure you do the reading before class and come prepared to discuss. Do not assume that these are automatic points. You must earn them by contributing in class. If

you have a question or comment or need something clarified, raise the issue in class. Discussion questions will be distributed prior to class meetings. These questions will focus on the central themes, concepts, and points of the readings; they should help guide you in drawing out the insights of the material. You should come to class with answers to the discussion questions.

The participation grade will not be based simply on the frequency of comments, but also upon the quality of your comments. For example, bringing up a point from the reading that was unclear or critiquing an argument in the reading is more involved (and of more quality) than merely reciting descriptive information in the text.

<u>Attendance for seminars is mandatory.</u> Absences will be excused only under emergency circumstances. Missing more than one class will put your grade in jeopardy.

Short Presentation (10%)

Each student will introduce the readings for one week and present discussion questions for the rest of the class. Students will present their introduction at the beginning of class. Introductions should be about 10 minutes, highlighting the major arguments and ideas of that day's readings. These introductions should also briefly address how the readings for that day relate to previous course readings.

Research project (50%)

This course requires students to do a research project that culminates in a research paper. These papers need to focus on an aspect of social change in the U.S. South. This might be industrialization, urbanization, or the civil rights movement. *This project must be based on primary research*, which might include oral history, interviews, archival materials, government statistics, or the like. Papers also need to draw on and incorporate concepts from the course.

The project involves essentially six assignments: a meeting with me, an individual meeting with Bruce Henson in the Library, a bibliographic exercise, a short summary, a research presentation, and a final paper. This project is meant, in part, to demonstrate to students that writing and research are processes that do not end with the first draft (or begin the night before it is due). Also, by breaking this project into several parts, I hope to facilitate students' completion of the final paper.

First, during the fourth week of classes (**January 29-February 2**), students will meet individually with me to discuss ideas for the research paper. You should come to the meeting with at least one idea. Therefore, you should begin thinking about topics now. I have attached a list of possible ideas that students might consider analyzing. Of course, this list is not exhaustive, and you may choose to study a movement not on this list. Students will share their research idea in class on **February 15**.

Second, students will meet individually with Bruce Henson in the library between **February 5-9**. At this meeting, you should be prepared to explain your research topic to Bruce, and he will help

you find both secondary and primary sources for your project. You will need to contact Bruce on your own; his e-mail address is
 struce.henson@library.gatech.edu>. You need to have this meeting between your meeting with me and our class on February 15.

Third, a bibliographic assignment is due by **March 6**. For this exercise, you need to find 4 academic sources (e.g., journal articles, books) and 3 primary sources (e.g., newspaper articles, Congressional hearings) to use in your research paper. (Websites do *not* qualify as academic sources.) The primary sources should come from the era in which the social change occurred. For example, if you analyze abolition, the primary sources might be articles from the *New York Tribune*, the Congressional Record, or *Harper's Magazine* during the 1850s. Further, you need to provide a 2-3 page summary of your sources and provide the cites in bibliographic form.

Fourth, you will need to turn in a paper summary or outline on **April 3**. This paper should be about 5-7 pages (typed, double-spaced). In it, you will want to describe your research idea, give some background on the topic, and state what data you are collecting. You should include a brief bibliography with this paper.

Fifth, students will present their research to the class on **April 17**. These presentations will follow the standard at academic conferences: about 15 minutes. We will discuss this further as the semester progress.

Finally, you need to turn in a final paper. This paper should be approximately 20 pages long. This paper should have at least 10 academic sources. The final paper is due by <u>noon</u> on **May 3**.

S	Summary o	f grade	breakdown:	Participation	40%
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 Short presentation....
 10%

 Research Project.....
 50%

 Total......
 100%

Readings:

Several books are available at the **Engineer's Bookstore** at 748 Marietta Street:

Klinkner, Philip. 1999. <u>The Unsteady March: The Rise and Decline of Racial Equality in</u> America.

Marx, Karl and Friedrich Engels. 1989 [1848]. The Communist Manifesto.

Moore, Barrington. 1967. Social Origins of Democracy and Dictatorship.

Piven, Frances Fox and Richard A. Cloward. 1977. <u>Poor People's Movements: Why They Succeed, How They Fail</u>.

Polanyi, Karl. 2001. <u>The Great Transformation: The Political and Economic Origins of Our</u> Time.

Schulman, Bruce. 1994. <u>From Cotton Belt to Sunbelt: Federal Policy, Economic Development, and the Transformation of the South, 1938-1980</u>.

In addition to these books, a few course readings are on electronic reserve at the library.

Weekly Schedule:

Unmarked readings come from the required books. An asterisk (*) indicates that a reading is on the library's electronic reserve.

Introduction: Understanding Social Change

Jan. 11 What is "Social Change"?

Class, Market, and Social Change

Jan. 18 Class and Market: How do they shape social change?

Marx, Karl, and Friedrich Engels. 1989. <u>The Communist Manifesto</u>. Part I ("Bourgeois and Proletarian"), and Part II ("Proletarians and Communists").

*Marx, Karl. Critique of Political Economy. Preface.

*Marx, Karl. <u>The Eighteenth Brumaire of Louis Bonaparte</u>. Excerpt in <u>On Historical Materialism: A Collection</u>, pages 120-133, 695-697.

(Class now meets every Tuesday, 9:05-11:55am)

- Jan. 23 The Market Economy: How does it shape social change? Polanyi, Karl. 2001. The Great Transformation.
- Jan. 30 Politics: How do classes and the market shape political regimes?

 Moore, Barrington. 1967. Social Origins of Democracy and Dictatorship.

 Chapters 1 & 2, and Part III.

****Individual Meetings About Paper Projects (January 29-February 2)****

Feb. 6 The "Masses": How (and when) can people create social change?
Piven, Frances Fox and Richard A. Cloward. 1979. Poor People's Movements.
Chapters 1 & 3.

Klinkner, Philip. 1999. The Unsteady March. Introduction.

****Individual Meetings With Bruce Henson at the Library (February 5-9)****

- Feb. 13 International Context: How does the world economy shape social change?

 *Wallerstein, Immanuel. 1979/1993. The Capitalist World-Economy. Ch 2

 ("Three Paths of National Development"), p37-48.
 - *Rubinson, Richard. 1978. "Political Transformation in Germany and the United States." Pp. 39-73 in <u>Social Change in the Capitalist World Economy</u>, edited by Barbara Hockey Kaplan. Beverly Hills: Sage Publications.
 - *Wallerstein, Immanuel. Review of Roll, Jordan, Roll.

Social Change in the U.S. South

Feb. 20 Slavery to Jim Crow: Why did racial inequality change in the mid-1800s? Klinkner. The Unsteady March. Chapters 1-3.

Moore. Social Origins. Chapter 3.

Feb. 27 A New Deal: How did this period (fail to) bring progressive change to the South? Klinkner. The Unsteady March. Chapter 4.
Schulman, Bruce. 1994. From Cotton Belt to Sunbelt. Chapters 1 & 2.
*Winders, Bill. 2005. "Maintaining the Coalition: Class Coalitions and Policy Trajectories." Politics & Society. 33(3):387-423.

Mar. 6 Rural Shifts: How did agricultural production shape the South?
*Walker, Melissa. 2006. Southern Farmers and Their Stories. Chapters TBA.
*Winders, Bill. 2006. "Sowing the Seeds of Their Own Destruction": Southern Planters, State Policy, and the Market, 1933 to 1975." Journal of Agrarian Change. 6(2):143-166.

Bibliographic Assignment Due

Mar. 13 A New South: How did industrialization change the South?

Schulman. From Cotton Belt to Sunbelt. Chapters 3-6.

*Flamming, Douglas. 1992. Creating the Modern South. Chapter 13 ("Booming Unions and Union Busting"), pgs. 282-306.

Mar. 20 NO CLASS: SPRING BREAK

- Mar. 27 *Movement from Below: How was racial inequality in the South transformed?* Klinkner, Philip. 1999. <u>The Unsteady March</u>. Chapters 5 & 7. Piven and Cloward. Poor People's Movements. Chapter 4.
- Apr. 3 A Spiral of Progress: How much has the South changed?
 Klinkner, Philip. 1999. The Unsteady March. Chapter 9 & Conclusion.
 Schulman. From Cotton Belt to Sunbelt. Chapter 8.

 Paper Summary Due
- Apr. 10 **NO CLASS: Prepare for Presentations**
- Apr. 17 Student Presentations
- Apr. 24 NO CLASS: Revise Research Papers
- May 3 **DUE: Research Papers**

Potential Research Topics:

You might focus on Atlanta or another southern community, a particular southern state, or the South generally.

- Urbanization (e.g., coastal cities, railroad centers, military/aerospace cities)
- Industrialization (e.g., cotton/textile mills, coal mines, steel mills)
- Labor Struggles (e.g., the "coal wars," Operation Dixie)
- Southern Agriculture (changes in southern agriculture)
- Changes in Race Relations (e.g., residential segregation, civil rights campaigns, school integration)
- The Rise of the "Sunbelt"
- African American Businesses
- Political Democracy (changes in southern democracy)
- Commerce
- Rural Decline (e.g., southern rural poverty, rural education)
- Gender Relations (e.g., women and farming, women and civil rights, women in the Klan, suffrage in the South)