



Introduction to Community & Environmental Sociology
Community & Environmental Sociology 140
C&E Soc 140 (Cross-listed with Soc 140)
University of Wisconsin - Madison
Spring 2022

Class Meets:

TR 1-2:15P
Russell Lab 184
4 credits
Social Science breadth
L&S Elementary Level
Prerequisites: None

Announcements:

Via Canvas

Instructor:

Rachel Rosenfeld
Office: Virtual
Office Hours: Thursdays, 3:30-4:30p
& by appt via email
rosenfeld@wisc.edu

Teaching Assistant:

Alexis Econie
Office: Virtual
Office Hours: Mondays, 9-10a &
by appt via email
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If you need to switch sections, please contact Megan Banaszak, Undergraduate Coordinator:
mbanaszak@wisc.edu.

Virtual Office Hours Links:

Rachel: <https://uwmadison.zoom.us/j/98555146171?pwd=TDRiczEwb2VMNnRQajQrVkNNckZRUT09>

If multiple students join at the same time, there is a waiting room.

Alexis: <https://uwmadison.zoom.us/j/96923033298>

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Course Description: Sociological examination of the linkages between the social and biophysical dimensions of the environment. Key topics include community organizing, local food systems, energy transitions, environmental justice, resource dependence, and sustainable development. Gateway to advanced courses in sociology.

This course is an introduction to Sociology that focuses on the study of how we live in community and how we relate to the natural world. It is organized around a set of questions about how power structures these relationships and about the possibilities for organizing them differently. We will explore how new forms of global connection are changing the way we live in communities and relate to our environment. This will lead us to tackle some of today's most pressing social and environmental conflicts and crises. Some key questions that we will discuss are: "Which kinds of problems can be solved at the individual level and which require 'community' solutions?" "Is economic growth necessary for well-being?" "Can projects organized at the community level survive and thrive in a global economy?" and "How does a complex society resolve problems of distribution and inequality?" A key theme of the course will be the interconnectedness of events and processes unfolding in different parts of the world.

Course goals include:

- Understand how social science arguments are constructed and evaluated.
- Learn and practice core elements of sociological reasoning, including making connections between a social phenomenon and its larger context; evaluating the "situated" nature of knowledge; and recognizing the paradigms, or knowledge frameworks, that structure our thinking about social issues.
- Gain experience critically evaluating various sources of knowledge and data about social issues.
- Become familiar with key concepts such as: "community," "development," "growth," "economic security," "environmental justice," "sustainability," "globalization," and "neoliberalism;" learn how these concepts are involved in contemporary debates about what is fair, just, and desirable for the places where we live and the world as a whole.
- Become familiar with important actors in the social processes that affect our communities and environment, including government, corporations, transnational institutions, and social movements; also learn about historical shifts in the relationships among these actors.
- Develop skills and frameworks for analyzing how social processes disparately affect different groups of people.
- Make connections between sociological theories and concepts and your own experiences.

Course Organization: To accomplish these goals, the course is divided into four sections. In the first section on the "sociological imagination," we will discuss sociology's basic logic and tools. The next two sections, on "community" and "environmental sustainability" discuss how sociologists approach those two topics—how they conceptualize and study community and environment. The remainder of the course focuses on "challenges to sustainable community," examining contemporary cases of communities responding to economic globalization and environmental change, including: movements for food security and sovereignty; environmental justice campaigns; responses to climate change; attempts to create local economic integration; responses to changing labor markets; and the challenges posed by migration.

Instructional Mode and Credits: This class meets for two 75 minute in-person lectures each week, with one 50-minute discussion section and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 9 hours outside of the classroom each week.

COVID-19 Information and Masking Up:

For the safety of everyone during the ongoing COVID-19 pandemic, all in attendance must wear a mask. The **mask must always be worn correctly**, with the nose and mouth properly covered. **If you are experiencing symptoms or have been exposed to someone with COVID-19**, send me an email and **do not come to class**. For more information about UW's COVID-19 response, see:

<https://covidresponse.wisc.edu>

Please distance yourself from others to the extent possible in the classroom.

Please wear an N95, KN95, KF94, or 3-ply surgical mask. I will have extras on hand if you do not have an appropriate mask.

DO choose masks that



Have two or more layers of _____ breathable fabric



Completely cover your nose and mouth



Fit snugly against the sides of your face and don't have gaps



Have a nose wire to prevent air from leaking out of the top of the mask

Source: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

Participation: The quality of your experience in this course depends on your participation. Participation means ATTENDING class, as well as keeping up with the readings and being able to discuss them thoughtfully in class. I will post PowerPoint slides on Canvas after each lecture. Remember that the material covered in the lecture is not the same as what you will find in the readings. You will not be able to do well in this course unless you attend lectures AND do readings. You **should** attend your discussion section. Section is meant to be a low-stakes learning environment where you can practice ideas and learn about good writing and argumentation. You will not be graded on the activities in section, but your attendance and active participation are key to doing well in this course.

Students will not lose points when they are absent to observe religious holidays or feel unwell (*the health of our community is of utmost importance, so please do not attend if you feel unwell*). **Please let Alexis know if you are unable to attend section.**

While this is a large class, I encourage debate during lecture and section based on careful reading of materials, and we will work to cultivate an environment of respect for one another's views.

Academic Honesty: UW takes academic honesty very seriously. I expect all students in this course to be familiar with the University's policies on academic honesty and integrity. For more information about the University's policies on academic honesty and plagiarism, visit the Office of Student Conduct and Community Standards website at: <https://conduct.students.wisc.edu/academic-misconduct/>. Lack of familiarity with the policies will not excuse failure to comply with them. Cheating (including plagiarism) is not tolerated and will result in an automatic failing grade for that assignment, and written reports to the dean of your school or college and the Dean of Students. They may, at their discretion, take further disciplinary action.

Plagiarism: All of the work that you submit for this class must be your own work, and you are required to quote and cite all references properly. Although this appears straightforward, it can sometimes be confusing. Whenever you are unsure about quoting and citing, please come to see me or Alexis to figure out the best strategy. But in general, if you are in doubt, cite! If you use a web-based source, you can always cite the URL. The UW Libraries have a webpage with helpful links to a variety of citation guides to help discern how to cite such materials: <http://researchguides.library.wisc.edu/content.php?pid=55110&sid=403476>. The UW Libraries also have training on using various citation managers. Please see me or Alexis if you still have questions about how to cite materials appropriately after reviewing the online materials.

Accommodations: I fully include students requiring any accommodations in this course. Students with disabilities, including temporary impairments, are encouraged to contact the McBurney Disability Resource Center (<http://www.mcburney.wisc.edu>) and explore the available services. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Faculty and students share responsibility for reasonable accommodations for students with disabilities. Students should inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you, or in coordination with the McBurney Center, to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Diversity, Equity, and Inclusion: Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every

background – people who as students, faculty, and staff serve Wisconsin and the world.”
(<https://diversity.wisc.edu>)

Focus and Electronics in Class: You are expected to be respectful of other students and refrain from engaging in behaviors that place barriers to your and others’ learning (i.e., sleeping, chatting, and other distracting actions). Please **silence cell phones** or put them on airplane mode during lecture and section. I offer a **top-of-the-desk policy** for cell phones: you may keep your cell phone out on top of your desk, but use it only when completely necessary. In such circumstances, you may *briefly* use your phone to send a text or quietly step out of the classroom if you receive an urgent phone call. I reserve the right to revoke my top-of-the-desk policy at any point in the semester if cell phone usage becomes too frequent or if I become distracted by sneaky under-the-desk phone usage. I allow use of **tablets and laptops in class for notetaking purposes only**. You may take notes on your device as long as you can refrain from checking email, browsing the web, texting, etc. during class. I reserve the right to revoke use of all electronics at any point in the semester if these expectations are not honored.

Respect for each other: The substance addressed in this course can give rise to emotionally-charged discussions. Class participants are strongly encouraged to share their thoughts and questions, and are expected to communicate with one another and are required to do so in a respectful manner. Those unable to maintain a professional and respectful level of exchange will be asked to remove themselves from the discussion. Quality learning is not achievable without respect for others’ views.

Office hours: My regularly scheduled office hours are Thursday afternoons from 3:30 – 4:30p. If my office hours conflict with your class, work, or athletic/art schedules, I am happy to arrange an alternative, mutually convenient meeting time. All office hours will be virtual to protect our health. I encourage you to use my office hours to discuss any questions you may have about the course content, navigating the literature, helping you prepare for exams, and discussing your essays. I will announce any changes to office hours in class or online through Canvas.

Communication: The best way to contact me outside of class is via email at rrosenfeld@wisc.edu. Generally, you can expect a reply within 24 to 48 hours during the weekdays. When you email me, please begin the subject line with “CES140” so I can prioritize your message.

Course Modifications and Announcements: Announcements and changes to the syllabus, readings, or assignments will be **posted online on Canvas**. *If you sign up for email alerts for postings, you typically should receive an email as well about announcements.* However, please check the course website regularly to be sure you do not miss any announcements or changes.

Technical Assistance: Please contact the DoIT help desk (<https://it.wisc.edu/help/> or (608) 264-4357) if you are having any trouble gaining access to or navigating the course site.

Mid-semester Feedback: At mid-semester, I will give you an opportunity to provide me with anonymous feedback about how I can improve the course. I am happy to take suggestions at other points during the semester as well.

Suggestions for doing well in this course:

- Keep up with the readings, and do the assigned readings **before** they are discussed in class.

- Take notes while you read. Afterwards, write a few sentences about the main point(s) of the piece. Jot down any questions you have about the readings, and bring these to class or section.
- Attend class. In lecture and in section, be prepared to ask questions and offer comments about the readings, how they relate to lecture material, or current events.
- Take notes in class and section. It is not enough to simply copy down the terms and diagrams presented on the board or screen. You need to write down important points from lecture and discussion as well. If you must miss class, get class notes from another student whom you trust to be a good note-taker.
- Attend office hours. Both Alexis and I are glad to meet with you outside of class. If you cannot attend scheduled office hours, let us know and we will find another time.
- Form a study group.

Books/Readings:

1. Miraftab, Faranak (2016), *Global Heartland*. Available free online through the UW Libraries.
2. Other assigned readings are available on Canvas.

If you have difficulty obtaining course materials, such as books or readings, please see me as soon as possible. Books can be expensive, so all readings are available free of charge to keep your out-of-pocket costs for this course to a minimum. Still, if you encounter any barriers, please let me know.

Assignments

I. Response papers (4).

180 points

There are **FOUR 400-word** response papers. Each paper is worth 45 points for a total of 180 points. Response papers are due by class time on the day assigned (**upload to Canvas**). These papers are opportunities to develop your “sociological imagination” by applying class concepts to your own experience. While there will be specific grading rubrics for each paper, in general they will be evaluated based on: 1) clarity and originality of ideas; 2) use of concepts and themes from readings; 3) logic and argument; 4) writing style and technical aspects of presentation (such as grammar, citations, spelling).

Response paper due dates: Feb. 8, Mar. 3, Mar. 31, & May 8

For general information on good writing see the **UW Writing Center** website (www.wisc.edu/writing) or visit the Writing Center in 6171 Helen C. White (also satellite locations).

Late Papers. If you have an emergency and are unable to complete your assignment on time, please let Alexis and me know immediately, and we will consider an extension. Otherwise you will lose points (5 per day) for lateness.

II. Exams.	Midterm 1	(Feb. 24)	73$\frac{1}{3}$ points
	Midterm 2	(Apr. 7)	73$\frac{1}{3}$ points

Midterm 3 (May 5)**73 $\frac{1}{3}$ points**

Exams are not cumulative, but you may need to draw on general themes from earlier in the semester.

Make-up Exam Policy:

If you have a compelling emergency and if you make a request before the exam, I will attempt to find a time for a make-up exam.

Total value of all assignments:**400 points****Grading Scale:**

368-400 points = A; 348-367 = A/B; 328-347 = B; 308-327 = B/C; 288-307 = C; 240-287 = D; below 240 = F

Grade Complaints: If you have questions about a grade, speak with Alexis first and then to me if needed. If the question is not resolved, speak with the Director of Undergraduate Studies, Dr. Samer Alatout, or the Chair of Community & Environmental Sociology, Dr. Michael Bell, who will attempt to resolve the issue and inform you of the appeals procedure if no resolution is reached.

Course Schedule

DATE	TOPIC	READINGS AND READING QUESTIONS
	PART 1	WHAT IS THE SOCIOLOGICAL IMAGINATION?
Jan 25	Introduction to Course	<i>What is Community and Environmental Sociology? Course goals. Concepts and approaches.</i>
Jan 27	Developing a Sociological Toolkit	C. Wright Mills (1959), "The Promise" Emile Durkheim (1895), "What is a Social Fact?" Charles Lemert (2012), excerpt from <i>Social Things</i> <i>What exactly is the sociological imagination? What factors does it connect? What is a social fact? How is sociological knowledge shaped by our social situation and experiences?</i>
	PART II	WHAT DO WE MEAN BY COMMUNITY?
Feb 1	Defining Community	Cornelia Flora and Jan Flora (2008), "The Concept of Community" Patricia Hill Collins (2010), "The New Politics of Community"

		<p><i>How is the meaning of community changing? What kinds of activities do we still organize communally? What communities are you part of? How does Collins argue that communities are shaped by power and politics?</i></p>
Feb 3	Community and the Persistence of Inequality	<p>Eduardo Bonilla Silva (2018), "The Strange Enigma of Race in Contemporary America," pp. 1-11 Michael Omi and Howard Winant (2015), Ch. 4 "The Theory of Racial Formation" Judith Shklar (1991), Intro to <i>American Citizenship: The Quest for Inclusion</i></p> <p><i>What is the "enigma of race" that Bonilla is discussing? What are key features of color-blind racism? What is a racial formation and how does it shape our daily activities? Why does Shklar argue that work is so central to American conceptions of the citizen?</i></p>
Feb 8	Individual and Community in Competing Explanatory Paradigms	<p>Cornelia Flora and Jan Flora (2008), "Institutional Actors" Charles Derber and Yale Magrass (2014), "The Neoclassical Paradigm," and "The Keynesian Paradigm"</p> <p><i>What are some key examples of neoclassical thinking? Keynesian thinking? Which do you think is dominant today?</i></p> <p>First essay due</p>
Feb 10	Community in Global Context	<p>Wolfgang Sachs (2010), "One World" Walden Bello (2009), "The Virtues of Deglobalization"</p> <p><i>What is "cosmopolitan localism?" What institutions and policies is Bello critiquing? How does community fit into his vision of deglobalization?</i></p>
	PART III	WHAT DO WE MEAN BY ENVIRONMENTAL SUSTAINABILITY?
Feb 15	The Challenge of Growth	<p>Juliet Schor (2010), <i>Plenitude: The New Economics of True Wealth</i>, Chapters 1 and 2</p>

		<i>Why does Schor see growth as a problem? What is the difference between intensive and extensive growth? What kinds of solutions does she offer? Why is the idea of limiting growth controversial?</i>
Feb 17	Measuring What Matters	<p>Juliet Schor (2010), <i>Plenitude: The New Economics of True Wealth</i>, Chapter 3 Jon Gertner (2010), "The Rise and Fall of GDP"</p> <p><i>What is GDP? Do conventional economic measurements account for resource depletion and environmental harm? What valuable resources do they fail to measure? What alternatives are there?</i></p>
Feb 22	Defining the Good Life	<p>Juliet Schor (2010), <i>Plenitude: The New Economics of True Wealth</i>, Chapters 4 and 5</p> <p><i>How is the trade-off between growth and environmental sustainability different for poor countries than for rich ones? Are there ways for poor countries to reduce poverty and improve the standard of living without adopting a "western" pattern of growth? How are plenitude and sustainability related? What kinds of changes does Schor recommend?</i></p>
Feb 24		Midterm 1 (Covering material from Jan. 25 - Feb. 22)
	PART IV	CASE STUDIES -- CHALLENGES FOR BUILDING SUSTAINABLE COMMUNITY
Mar 1	Food and Community	<p>Bill McKibben (2008), <i>Deep Economy</i>, ch. 2 Judith Carney (2011), "Memory Dishes of the African Diaspora" Kari Marie Norgaard, Ron Reed, and Carolina Van Horn (2011), "A Continuing Legacy: Institutional Racism, Hunger, and Nutritional Justice on the Klamath" Menzel, Peter, and D'Aluizio, Faith (2013), "What the World Eats": https://world.time.com/2013/09/20/hungry-planet-what-the-world-eats/photo/</p> <p><i>Why is food more than just calories? According to McKibben, what are some benefits of sourcing food locally? What are the obstacles for some communities in doing so? How is globalization changing "local" diets?</i></p>

Mar 3	What Does Our Food System Look Like?	<p>Dan Mitchell (2016), "Calculating the Hidden Costs of Industrial Farming"</p> <p>Philip Howard (2016), Ch. 1 of <i>Concentration and Power in the Food Industry: Who Controls What You Eat?</i></p> <p>Chart: Food Industry Consolidation</p> <p><i>What are some of the externalities associated with industrial farming? What does it mean to say that the food industry is becoming more 'consolidated'?</i></p> <p>Second Essay Due</p>
Mar 8	Food Security, Food Sovereignty, Food Justice	<p>David Bornstein (2012), "Time to Revisit Food Deserts"</p> <p>Sarah Bowen, et al. (2014), "The Joy of Cooking?"</p> <p>Monica White (2011), "D-Town Farm"</p> <p>Antonio Roman-Alcalá (2013), "From Food Security to Food Sovereignty"</p> <p>Jennifer Gaddis (2019), "The Labor of Lunch" – A Brief Q&A with the Author</p> <p><i>What is a food desert? What are some problems with the concept? What are some other obstacles to healthy diets for those living in poverty? What are the differences between food security, food sovereignty, and food justice? How are these goals pursued at D-Town Farm? How does Gaddis's activist scholarship contribute to the fight for food justice?</i></p>
Mar 10	Is There a Human Right to Water?	<p>Jaffee and Newman (2013), "A More Perfect Commodity"</p> <p><i>What are the arguments for and against the idea that water is a basic human right? What are some of the main threats to water access for communities in the global north and south? How are communities organizing to reclaim water rights?</i></p>
Spring Break: Mar 12 – 22		
Mar 22	Why is Climate Change So Contentious?	<p>Jennifer Givens (2014), "Drivers of Climate Change Beliefs"</p> <p>Naomi Klein (2014), "The Right is Right: The Revolutionary Power of Climate Change"</p> <p>Kari Marie Norgaard (2017), "The Sociological Imagination in a Time of Climate Change"</p>

		<p><i>What does the sociological evidence say are the most powerful drivers of climate change beliefs? How does Klein argue that society as a whole will change as a result of addressing climate change issues? Why does she say the “right is right”? What new forms of imagination does Norgaard argue we need to cultivate to come to terms with climate change?</i></p>
Mar 24	Climate Change: Why is Response So Difficult?	<p>Elinor Ostrom, et al. (1999), “Revisiting the Commons: Local Lessons, Global Challenges” Katha Pollitt (2014), “Climate Change is the Tragedy of the Global Commons” Robert McLachlan (2019), “Climate Change is a Fourfold Tragedy”: https://blogs.scientificamerican.com/observations/climate-change-is-a-fourfold-tragedy/#</p> <p><i>Why do some people argue that climate change is a “tragedy of the commons”-type problem? What does Ostrom say is particularly difficult about such “common property” problems and what possible solutions does her work offer? According to McLachlan, how does the “tragedy of the commons” fit into climate change as a fourfold tragedy?</i></p>
Mar 29	Environmental Justice and Place	<p>Center for Health, Environment & Justice (2021), “Love Canal” Temma Kaplan (1997), “Suburban Blight and Situation Comedy at Love Canal”</p> <p><i>What obstacles do communities face in organizing against contamination of their homes and workplaces? How did residents of Love Canal meet those challenges? Do communities face the same issues today?</i></p>
Mar 31	Environmental Justice & Race/Poverty	<p>Paul Mohai (2018), “Environmental Justice and the Flint Water Crisis” Richard Casey Sadler (2016), “How ZIP Codes Nearly Masked the Lead Problem in Flint”</p> <p><i>How does Mohai suggest that we conceptualize and measure environmental justice? Why does exposure to environmental risk vary by race and class? Let’s think measurement in the Sadler piece, what was the problem with using “Flint ZIP codes” to understand lead exposure?</i></p> <p>Third Essay Due</p>

Apr 5	Jobs and Community: The Case of Walmart	<p>Gary Gereffi and Michele Christian (2009), “The Impacts of Wal-Mart”</p> <p>Ed Pilkington (2017), “What Happened when Walmart Left” https://www.theguardian.com/us-news/2017/jul/09/what-happened-when-walmart-left (Uploaded in Canvas as well, but you can see the images via the website)</p> <p>Jessica Bruder (2015), “With 6,000 New Warehouse Jobs, What is Amazon Really Delivering?”</p> <p><i>How does Walmart differ, as a template for business, from the model provided by General Motors at mid-20th century? How is Walmart’s growth linked to poverty in U.S. communities and abroad? What is Amazon’s business model and how does it affect community? Are its effects on community the same or different from those of Walmart?</i></p>
Apr 7		Midterm 2 (Covering material from Mar. 1-31)
Apr 12	What is a Good Job?	<p>Arne Kalleberg (2011), “Job Quality in the U.S.”</p> <p>David Leonhardt (2014), “The Great Wage Slowdown of the 21st Century”</p> <p>Patricia Cohen (2018), “Paychecks Lag as Profits Soar”</p> <p>Russell et al. (2018), “6 Reasons That Pay Has Lagged Behind US Job Growth”</p> <p><i>Have wages kept pace with economic growth, profits, and productivity? What forces are responsible for declining wages and job quality?</i></p>
Apr 14	How is Work Changing?	<p>Jacob Hacker (2008), “The New Economic Insecurity”</p> <p>Jodi Kantor (2014), “Working Anything but 9-5”</p> <p>Natasha Singer (2014), “In the Sharing Economy, Workers Find Both Freedom and Uncertainty”</p> <p>Nicole Bateman and Martha Ross (2020), “Why Has COVID-19 Been Especially Harmful for Working Women?”</p> <p><i>Optional:</i> Check out “Working Wisconsin: A Project of COWS”: https://workingwi.org/</p> <p><i>How does Hacker argue that the risks Americans face are changing? What is causing these changes? How does the growth of the “gig economy” change our expectations about work/jobs?</i></p>

		<p><i>How has the pandemic harmed gender equality in the workplace? From “Working Wisconsin,” how has the pandemic exacerbated Black-white disparities in Wisconsin?</i></p>
Apr 19	Work & Migration	<p>Khalid Koser (2009), “Why Migration Matters” Douglas Massey (2012), “Immigration and the Great Recession” Amanda Holpuch (2017), “From Field to Truck to Plate: How Undocumented Workers Feed a City” Susan Ferriss and Joe Yerardi (2021), “Wage Theft Hits Immigrants – Hard”</p> <p><i>How do global migration patterns change in response to economic trends? How did the great recession change this picture? What is immigrant exploitation in the workforce? How do immigrants experience labor force injustice in the U.S.?</i></p>
Apr 21	Migration & Community	<p>Faranouk Miraftab (2016), Introduction, Chapters 1 and 2</p> <p><i>How has the ethnic make-up of Beardstown changed over the past few decades? What does the author mean when she says Beardstown was, until recently, a “sundown town?” What were the author’s research methods?</i></p>
Apr 26	Displacement	<p>Miraftab (2016), Chapters 3, 4, and 5</p> <p><i>What jobs do immigrants from Mexico and Togo have in the Cargill factory? How does these jobs differ from those held by U.S. citizens who moved to Beardstown from Detroit? What motivated each of these groups of individuals to move to Beardstown? How do different groups of newcomers fit into the Beardstown community?</i></p>
Apr 28	Global Restructuring and Social Reproduction	<p>Miraftab (2016), Chapter 6</p> <p><i>What is social reproduction? What does Miraftab mean when she says social reproduction has been restructured on a global basis? What does it mean to say that migrant life cycles have been “re-spatialized?”</i></p>
May 3	Community in Global Context Revisited	<p>Miraftab (2016), Chapters 7, 8, and Conclusion</p>

		<i>How has migration changed Beardstown? How is the town's experience, in Miraftab's view, different from the classic "melting pot" model? Does the book make you feel optimistic or pessimistic about the capacity of local places to cope with challenges of globalization?</i>
May 5		Midterm 3 (Covering material from Apr. 5 – May 3)
May 8		Fourth Essay Due, 1p