



Even announcement: Ethnic Studies and #BlackLivesMatter, From Ferguson to Madison



A Panel Discussion with UW-Madison Faculty
Friday, April 10, 5:30-7:30 pm
Elvehjem Building, Room L160

UW-Madison faculty members will offer ethnic and indigenous studies perspectives on the Black Lives Matter movement and the issues surrounding it, from policing to racial inequities. A discussion with the audience will follow. This event is free and open to the public.

Learning Goals:



- **Knowledge:** identify at least one new approach to try when reading for this (and other) social science class
- **Skill:** recognize and articulate one or two sentences summarizing the key points of the readings presented by your colleagues today
- **Affect:** feel more comfortable drawing connections between the big themes of this semester's course (social institutions, stratification, the three theories)

Plan...



- First – strategies for reading
- Then – student presentations
- Finally – complete signing up for oral presentations and possible group discussion

Reading like a sociologist



Reading #1: Reading for Organization and Context

1. Read orienting information: title, author, date, introductory material (i.e. abstract).
2. Are there any footnotes? Figures? Emphasized words?
3. Note how the article is organized. Where are the paragraph breaks?
4. *Do not read the main body of the document at this point.*

Reading #2: Reading for meaning

1. Read through the main body of the primary document.
2. What does the author aim to do in the article?
 1. Underline the sentence or phrase that best captures the author's main idea.
3. What are figures/footnotes/emphasized terms communicating?
4. What is the main idea for each paragraph? What paragraphs go together? Where do they shift gears?
5. *If there are difficult or confusing sections, skip over them.*

Reading #3: Reading for Argument



1. Quickly read through the main body of the primary document again.
2. This time, underline assertions, evidence, or examples: support for the author's argument.
3. Write in the margins next to the underlined support: Do you consider the support to be strong? Is it logical and believable? Does it contradict other evidence that you have read?

Prepping for the test



1. Do the reading
2. Compare the reading with your notes – what did Prof. Conti emphasize about the readings directly? If he didn't refer directly to the reading, what did he lecture on that aligns with the reading? Why did he assign the reading?
3. Then, consider outside sources
 1. Look up summaries, analysis, and book reviews about this article/ book section



Student-led discussions

Group debate: develop one claim + give one example to support your theoretical perspective

	Functionalism	Conflict Theory	Symbolic Interaction
Defines work as:	Functional for society because work teaches people the values of society and integrates people within the social order; more "talented" people rank higher	Generating class conflict because of the unequal rewards associated with different jobs	Organizing social bonds between people who interact within work settings
Interprets changing work systems as:	An adaptation to social change	Based in tensions arising from power differences between different class, race, and gender groups	The result of the changing meanings of work resulting from changed social conditions
Explains wage inequality as:	Motivating people to work harder	Reflecting the devaluation of different classes of workers	Producing different perceptions of the value of different occupations

Refer to these readings...

- Ehrenreich, Barbara. 2003. “Nickel and Dimed: On (Not) Getting By in America”
- Hochschild, Arlie. 2003. “Exploring the Managed Heart”
- Ritzer, George. 2010. “Precursors: Bureaucracy and Max Weber’s Theory of
- Weber – *Iron Cage* and *Bureaucracy*
- Ritzer, George. 2010. “Islands of the Living Dead: The Social Geography of McDonaldization”
- Berger, Peter L. and Thomas Luckmann. 2005. “The Meaning and Social Origin of Social Institutions”