

**Harvard University
Department of Sociology**

**Successful Societies: Markers and Pathways
SOC 164**

Spring Term 2013
Tuesdays 1-3 p.m.

Course instructors:

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Course iSite: <http://isites.harvard.edu/k92734>

Successful Societies Website: <http://www.wjh.harvard.edu/~mlamont/SuccessfulSocieties/>
username: successful
password: societies

This course analyzes the markers of societal success and the social conditions that sustain it. We will discuss various indicators ranging from the standard economic measures to the human development index, inequality, resilience to shocks, educational, child development and health measures. We will consider the role of cultural and institutional buffers (how cultural repertoires and myths feed strong collective identities, cultural and institutional resources provide support for coping with stigma, models of citizenship and immigration, and multi-level governance and their impact on welfare and poverty). We will address factors that present major challenges, like concentrated urban poverty and the well-being of racialized groups, and some of the solutions attempted. Particular attention will be put on the United States, Canada, France and other advanced industrial societies and to the role of space, institutions, and culture in shaping the conditions for successful societies. Public policy implications will also be discussed.

Requirements: 1) One 15 page final essay exam: compare and discuss various dimensions of societal success, drawing on course material, readings, and other sources (due **May 8**). 2) A shorter paper: construct an indicator of societal success (see last page of this syllabus for details) (due **February 21**); 3) Two 3 pages memos on the readings for each of two weeks; 4) Some students will be pre-designated to launch a discussion of the weekly readings for each session. Occasions for interaction will be built into the second half of each session.

See Richlin-Klonsky, Judith and Ellen Strenski. 1997. *A Guide to Writing Sociology Papers*. New York: St-Martin's Press.

Grading: Final paper; 50% of the grade; Shorter paper: 15%; Memos: 20%.; Participation: 15%

Required books (ordered for purchase at the Coop and on reserve)

Hall, P.A. and Lamont, M. 2009. *Successful Societies: How Institutions and Culture Affect Health*. Cambridge, MA: Cambridge University Press.

Other readings are available as pdfs on the course isite.

Schedule:

Week 1 (January 29): Introduction: Describing the questions (ML and PH)

Required Reading:

Hall, P. A. and Lamont, M. "Introduction" in *Successful Societies: How Institution and Culture Affect Health*, edited by Hall, P.A. and Lamont, M. Cambridge, MA: Cambridge University Press, pp. 1-22.

Holmberg, S. 2007. "The Good Society Index." Quality of Government Institute, Gothenberg University, Sweden.

Optional:

Rothstein, B. and Steinmo, S. 2011. "Social Democracy in Crisis." Quality of Government Institute, Gothenberg University.

<http://www.clubmadrid.org/sspblog/>

Week 2 (February 5): What Makes for a Successful Society? Problems of Definition (ML)

Required Readings:

Wilkinson, R. and Pickett, K. 2009. "Income Inequality and Social Dysfunction," *Annual Review of Sociology* 35: 493-511.

Sen, Amartya. 1988. "The Concept of Development." In H. Chenery, T.N. Srinivasen and P. Streeten, eds. *Handbook of Development Economics*. Oxford: Oxford University Press, pp. 10-26.

Nussbaum, Martha. 2003. "Capabilities as Fundamental Entitlements: Sen and Social Justice," *Feminist Economics* 9(2-3): 33-59.

Dean, Hartley. 2009. "Critiquing Capabilities: The Distractions of a Beguiling Concept," *Critical Social Policy* 29(2): 261-73.

Optional:

Hertzman, C. and Siddiqui, A. 2009. "Population Health and the Dynamics of Collective Development." Pp. 23-52 in *Successful Societies: How Institution and Cultures Affect Health*, edited by Hall, P.A. and Lamont, M. Cambridge, MA: Cambridge University Press.

Week 3 (February 12): The Problem of Indicators and their Production (ML)

Required Readings:

Merry, Sally Engle. 2011. "Measuring the World: Indicators, Human Rights and Global Governance." *Current Anthropology* 52 (3): Pp. 83-95.

Davis, Kevin E., Benedict Kingsbury, and Sally Engle Merry. 2012. "Indicators as a Technology of Global Governance." *Law and Society Review* 46 (1): Pp. 71-103.

Timmermans, Stefan and Steven Epstein. 2010. "A World of Standards but not a Standard World: Toward a Sociology of Standards of and Standardization." *Annual Review of Sociology*. 36: 69-89.

Week 4 (February 19): The Problem of Prosperity: Do Institutions Matter? (And If So How?) (PH)

Required Readings:

Hall, Peter A. and David Soskice. 2001. eds. *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage*. Oxford: Oxford University Press. Introduction, pp. 1-64.

Streeck, Wolfgang. 2009. "Bringing Capitalism Back In," chapter 17 of Streeck *Re-Forming Capitalism*. Oxford: Oxford University Press.

Fligstein? Other?

Week 5 (February 26): The Problem of Inequalities in Health: What Are Their Sources and How Can They Be Addressed? (PH)

Required Readings:

Wilkinson, R.G. 1996. "The Problem of Health Inequalities." Pp. 53-71 in *Unhealthy Societies: The Afflictions of Inequality*. New York, Routledge

Bambra, C. 2007. "Going beyond the three worlds of welfare capitalism: regime theory and public health research". *Journal of Epidemiology & Community Health* 61: 1098-1102.

Lundberg, et al. 2008. "The role of welfare state principles and generosity in social policy programmes for public health: an international comparative study." *The Lancet* 372 (9650): 1633-40.

<http://www.sciencedirect.com/science/article/pii/S0140673608616864>

Wilkinson, R.G. 1994. "The epidemiological transition: From material scarcity to social disadvantage." *Daedalus* 123(4): 61-77.

Optional:

Nazroo, J. 1998. "Genetic, cultural or socio-economic vulnerability? Explaining ethnic inequalities in health." *Sociology of Health & Illness* 20(5): 710-30.

Week 6 (March 5): The Problem of Poverty: Does Culture Matter? (ML)

Required Readings:

Lamont, M. and Small, M.L. 2008. "How Culture Matters: Enriching Our Understanding of Poverty." Pp. 76-102 in *The Colors of Poverty: Why Racial and Ethnic Disparities Persist*, edited by D. Harris and A. Lin. New York, NY: Russell Sage Foundation.

Something else by Bouchard? Other?

Eggerman, Mark and Catherine Panther-Brick. 2010. "Suffering, Hope and Entrapment: Resilience and Cultural Values in Afghanistan." *Social Science and Medecine*. 71:71-83.

Optional:

Fraser, N. 2000. "Rethinking recognition." *New Left Review*. <http://newleftreview.org/?issue=237>

Bouchard, G. 2009. "Collective Imaginaries and Population Health: How Health Data Can Highlight Cultural History." Pp. 169-200 in *Successful Societies: How Institution and Cultures Affect Health*, edited by Hall, P.A. and Lamont, M. Cambridge, MA: Cambridge University Press.

Week 7 (March 12): The Problem of Poverty: What Can States Do and Why Do They Do It? (PH)

Required Readings:

Esping-Andersen, Gösta. 1990. *Three Worlds of Welfare Capitalism*. Princeton: Princeton University Press. Chapter 1 (pp. 9-34).

Alesina, Alberto, Edward Glaeser and Bruce Sacerdote. 2001. "Why Doesn't the US Have a European-Style Welfare System" *Brookings Papers on Economic Activity* (Spring): 197-277.

Steensland, Brian. 2006. "Cultural Categories and the American Welfare State: The Case of Guaranteed Income Policy," *American Journal of Sociology* 111, 5 (March): 1273-1326.

Iversen, Torben and Wren, Anne. 1998. "Equality, Employment, and Budgetary Restraint: The Trilemma of the Service Economy." *World Politics* 50:507-46.

Optional:

Jenson, Jane and Denis Saint-Martin. 2003. "New Routes to Social Cohesion? Citizenship and the Social Investment State," *The Canadian Journal of Sociology* 28(1): 77-99

(March 19) No Class - Spring Break

Week 8 (March 26): The Problem of Racism: How Do People Cope? (ML)

Required Readings:

Markus, Hazel Rose. 2010. "Who Am I? Race, Ethnicity and Identity." Pp. 359-389 in *Doing Race, 21 Essays for the 21st Century*, edited by Hazel Rose Markus and Paula M.L. Moya. New York: W. W. Norton.

Lamont, Michèle and Nissim Mizrahi. 2012. "Ordinary People Doing Extraordinary Things: Responses to Stigmatization in Comparative Perspectives." *Ethnic and Racial Studies* 35 (3): 365-381.

Lamont, M., Fleming, C., and Welburn, J. 2011. "Response to Discrimination and Social Resilience under Neo-Liberalism: The Case of Brazil, Israel, and the United States." In *Social Resilience in the Neo-Liberal Era* edited by Hall, P.A. and Lamont, M. Unpublished ms, Department of Sociology, Harvard University.

Optional:

Moon, Dawne. 2012. "Who am I and Who are We? Conflicting Narratives of Collective Selfhood in Stigmatized Groups." *American Journal of Sociology* 117 (5): 1336-1379.

Week 9 (April 2): The Problem of Immigration: What Counts as Integration? (ML)

Required Readings:

Wright, Matthew, and Irene Bloemraad. 2012. "Is There a Trade-off between Multiculturalism and Socio-Political Integration? Policy Regimes and Immigrant Incorporation in Comparative Perspective." *Perspective on Politics* 10 (1): Pp. 77-95.

Brubaker, R. 2001. "The Return of Assimilation? Changing Perspectives on Immigration and its Sequels in France, Germany and the United States." *Ethnic and Racial Studies* 24: 531-548.

Hochschild, Jennifer, Vesla Weaver and Traci Burch. 2012, *Creating a New Racial Order. How Immigration, Multiracialism, Genomics, and the Young Can Remake Race in America*. Princeton: Princeton University Press. Chapter 1.

Kenny, Michael. 2011. "The Political Theory of Recognition : the Case of the White Working Class." *British Journal of Politics and International Relations*.

Optional Reading:

Wimmer A. 2008. The making and unmaking of ethnic boundaries. A multilevel process theory." *American Journal of Sociology* 113:970-1022.]

Week 10 (April 9): The Problem of Citizenship (guest lecturer: Ben Herzog)

Joppke, Christian. 2007. "Transformation of Citizenship: Status, Rights, Identity." *Citizenship Studies* 11: 37-48

Smith, Rogers. 1993. "Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America." *American Political Science Review* 87(3): 549-566

Herzog, Ben. 2011. "The Revocation of Citizenship in the United States." *The European Journal of Sociology* 52(1): 77-109

Week 11 (April 16): Collective Capacities: Where Do They Come From? (PH)

Required Reading:

Putnam, Robert. 1993. *Making Democracy Work: Civic Traditions in Italy*. Princeton: Princeton University Press. Ch. 6. (pp. 163-86).

Ostrom, Elinor. 2000. "Collective Action and the Evolution of Social Norms," *Journal of Economic Perspectives*. 14,3 (Summer): 137-58.

Cornell, Stephen and Joseph P. Kalt. 2000. "Where's the Glue? Institutional and Cultural Foundations of American Indian Economic Development." *Journal of Socio-Economics* 29: 443-470.

Swidler, Ann 2013. "Cultural Sources of Institutional Resilience: Lessons from Chieftaincy in Rural Malwai." In *Social Resilience in the Neo-Liberal Era* edited by Hall, P.A. and Lamont, M. NY: Cambridge University Press.

Optional:

Swidler, Ann. 2009. "Responding to AIDS in Sub-Saharan Africa: Culture, Institutions, and Health." In Hall, P.A. and Lamont, M. eds. *Successful Societies: How Institutions and Culture Affect Health*. Cambridge, MA: Cambridge University Press, pp. 128-50.

Emirbayer, Mustafa and Jeff Goodwin. 1994. "Network Analysis, Culture, and the Problem of Agency." *American Journal of Sociology*. 99(6): 1411-54.

Week 12 (April 23): The Challenges of Change: Responding to a Neo-Liberal Era (PH)

Required Reading:

Evans, Peter and Willian Sewell. 2013. "The Neo-liberal Era: Ideology, Policy and Social Effects." In *Social Resilience in the Neo-Liberal Era* edited by P.A. Hall and M. Lamont NY: Cambridge University Press.

Hall, Peter A. and Michèle Lamont. 2013." Introduction." In *Social Resilience in the Neo-Liberal Era* edited by P.A. Hall and M. Lamont NY: Cambridge University Press.

Warren, Elizabeth. 2006. "The Middle Class on the Precipice: Rising financial risks for American families". *Harvard Magazine*, January/February, pp. 28-31.

Hall, Peter A. 2013. "The Political Origins of our Economic Discontents." In Miles Kahler and David Lake, eds. *The New Politics of Hard Times*. Ithaca: Cornell University Press.

Optional:

Luc Boltanski and Eve Chiapello. 2005. "The New Spirit of Capitalism," *International Journal of Politics, Culture and Society* 18: 161-188.

Gérard Bouchard. 2013. "Neoliberalism in Québec: The Response of a Small Nation under Pressure." In *Social Resilience in the Neo-Liberal Era* edited by P.A. Hall and M. Lamont NY: Cambridge University Press.

Week 13 (April 30): Recap and discussion of papers (ML and PH)

First assignment – Soc 164 (draft)

Conceptual Models and Indicators of Successful Societies

Data that allows us to make comparisons across societies consist of indicators (e.g., GDP per capita, % of people in poverty, etc.) and usually groups of indicators that are conceptually related to one another (e.g., the Human Development Index). These indicators are usually based on some kind of conceptual framework (at least implicitly).

In this assignment you will select a conceptual framework that provides a means to understand an important issue that societies face (e.g., economic growth, human development, poverty, etc.).

Once you have selected that framework, you will identify indicators that could be used to measure the constructs in the conceptual model.

There are 7 stages to this assignment:

1) Submit a description of the conceptual framework you used (250-500 words).

2) List 10 indicators that you propose to measure, based on the conceptual framework. Each indicator should measure some aspect of a concept shown in the conceptual framework. Also, for each indicator, list a source of data (one source only, even if multiple sources exist). Present the indicators in a table with a self-explanatory title and four columns with the following information:

- Concept (e.g., knowledge)
- Specific indicator
- Operational description of the indicator, if not clear from the name
- Source of data

3) If the conceptual framework has 11 or more concepts, select only 10 for the purposes of this assignment. If the conceptual framework has less than 10 concepts, list multiple indicators for a single concept (e.g., different types of knowledge).

4) In some cases, the title of the indicator fully explains what will be measured (e.g., age of respondent, gender). For others, it is important to include an operational definition to explain how you will measure the concept. For example, “gender equity” is a good concept, but it requires some explanation of how you would measure it (for example, male/female ratio for primary school enrollment). Note: a given indicator does not have to measure all aspects of the concept, but rather some aspect of it.

5) Where appropriate, specify the age/sex to which the indicator applies (for example, “among males 15-24”).

6) The indicator should not specify the intended direction of change (“an increase in X; a decrease in Y”). Rather, it should measure the concept or factor you expect to change; for example: the percent of males 15-24 that do X).

7) Present the completed table and description of the conceptual framework you used in a report no longer than 1000 words (including the description of the conceptual framework). So in addition to describing the conceptual framework, you should also describe the table you have completed.

We will consider debating in class various types of indicators (depending on class size

