

Soc 114D (5 Units)  
T/Th 2:15 PM – 4:05 PM  
Location: Thornton Center, Room 210

Beth Red Bird ([bredbird@stanford.edu](mailto:bredbird@stanford.edu))  
Office Hours: T/Th 1:00 PM – 2:00 PM  
Office Location: Building 120, Room 210A

## Sociology of the Great Recession

The Great Recession (2007-2009) was one of the most socially significant events of our time. This course will cover the economic, social, cultural, and political consequences of the recession. We will address its impact on: inequality; job prospects for college graduates; trust in the government; the 2012 presidential election; marriage; child birth; and immigration. We examine the rise of protest movements during the recession period, such as Occupy Wall Street and the Tea Party, and explore the idea of "class warfare". Class will feature several guest speakers and will focus on developing a general understanding of trends emerging in these events.

**Required Readings:** Great Recession – Grusky, Western and Wimer (2011). Other readings as assigned. Readings may be found on the course website. In the course schedule they are listed the day they are due.

### Requirements

<i>Assignment 1</i> (½-1 page)	July 23	5pts
<i>Assignment 2</i> (1-2 pages)	July 30	10pts
<i>Research Project Proposal</i> (2-3 pages)	August 1	10pts
<i>Assignment 3</i> (2-3 pages)	August 6	15pts
<i>Research Project</i> (3-5 pages)	August 15	15pts
<i>Research Presentation</i> (5-10 minutes)	August 15	5pts
<i>Attendance and Participation</i> (Up to 2 Make-Ups)	-----	40 pts

### My Co-Worker

Mitaka Ki (Mita for short), is a certified and licensed medical alert dog. She is trained to detect and alert to subtle changes in blood chemistry. She accompanies me everywhere, but when we are out she is frequently working, so please do not be offended if she doesn't visit you. If you would like to have Mita kept away from you, please let me know. Also, we all get distracted once in a while. Mita is just a dog, I hope you will forgive her if she periodically gets distracted or forgets what she is doing.

### Class Lectures

Show up, be on time, participate.

Attendance Make-Up Points: Make-up readings will be posted at the end of class. If you miss a session you may make up the points by doing the readings and writing a 2-3 page summary.

## ***Research Project***

Students will complete an independent, scientific research project. Each project should: (1) propose a research question; (2) state and JUSTIFY one or more hypotheses; (3) gather and analyze data; (4) state a conclusion; and (5) discuss limitations of the data and conclusions. Because of the time limits imposed by the quarter system, data analysis is limited to publically available data and students are not expected to conduct complex or multivariate statistical analyses. Simple correlations and time trends are sufficient. Paper is limited to 3-5 pages MAXIMUM. Students will submit a project proposal containing the research question, hypotheses, and proposed data sources. Feedback provided on the proposal is meant to help with the final project, but students are not expected to adopt all suggestions. ***Learn from comments and feedback, and evaluate them fairly, but you do not have to accept all of them.***

## ***Writing Assignments***

Three times throughout the quarter students will be asked to address a question that arises in the lectures. There is no right answer, but you should choose a position and be able to justify your opinion. For each assignment students will: (1) state an argument; (2) provide facts that support that argument; (3) state a conclusion; and (4) state limitations. Using facts from outside lectures is fine, but not necessary. If you use outside facts make sure you cite your sources. Students should use facts that are on point and relevant. The citation should include a sentence or two about why the source is a credible and legitimate source for the information you used. Remember: All facts have limitations. We will discuss evaluation of information during the course lectures, so you should discuss the limits to your information and how it impacts your conclusion.

## ***Policies***

**Academic Freedom:** This class will deal with subjects that are difficult, complex, and controversial. My goal as the instructor will be to introduce you to a diverse variety of theories and opinions about these topics. None of the topics we discuss have easy answers, if they did then they would not be controversial, nor a matter for public debate. You may have an opinion that differs from that of the material discussed, your fellow classmates, and even me. This is completely fine. Students are free to express their opinion, or not, depending entirely on their comfort level. Similarly, I expect students to respect the opinion and voice of others. At no time will your grade be based on your personal views. All views are welcome in my classroom, though we will be applying critical thinking to a diverse group of opinions and beliefs.

**Accommodation:** Students with disabilities or other concerns should contact me.

**Plagiarism:** Stanford code of academic conduct applies.

**Late Policy:** Because we frequently discuss assignments in class timeliness is important. Students will lose ten (10) percent of possible points for each 24 hour period the assignment is late.

## Topics & Schedule

Date	Topic	Assignment
6/25	<b>Class Overview; What is a Recession Anyway</b> Readings: Krugman (2013) - The Jobless Trap - NYTimes; Krugman (2013) - The Story of Our Time - NYTimes	
6/27	<b>Roaring 20's and the Great Depression</b> Readings: Alan Greenspan explains the Fed ( <a href="http://www.thedailyshow.com/watch/tue-september-18-2007/alan-greenspan">http://www.thedailyshow.com/watch/tue-september-18-2007/alan-greenspan</a> ); History of the American Economy (sixth edition) by Gary Walton and Hugh Rockoff (1990) – Chapter 23; “Oakland Drops Ban on Marathon Dancing”	
7/2	<b>Consequences of the Great Depression</b> Readings: Franklin D. Roosevelt - Annual Message to Congress (1934); “Children of the Great Depression” (Ch. 10)	
7/4	<b>No Class - Holiday</b>	
7/9	<b>Economic Change: 1940-2012</b> Readings: “Great Depression - Can it happen again” (Wallis 2002); “Should We Regulate Banks?” (Sylla 2002)	
7/11	<b>Causes of the Great Recession</b> Readings: <u>Great Recession</u> (Ch. 1); Morris (2008) - The Two Trillion Dollar Meltdown - Easy Money High Rollers and the Great Credit Crash	
7/16	<b>Causes of the Great Recession</b> Readings: <u>Great Recession</u> (Ch. 2)	
7/18	<b>Economic Consequences</b> Readings: <u>Great Recession</u> (Ch. 3 & 4)	
7/23	<b>Economic Consequences</b> Readings: <u>Great Recession</u> (Ch. 5 & 6)	Assignment 1 Due
7/25	<b>Social Consequences</b> Readings: <u>Great Recession</u> (Ch. 7)	
7/30	<b>Political Consequences</b> Readings: <u>Great Recession</u> (Ch. 9 & 10)	Assignment 2 Due
8/1	<b>Political Consequences</b> Guest Speaker: Citizen’s United	Project Proposal Due
8/6	<b>Demographic Consequences</b> Readings: <u>Great Recession</u> (Ch. 8)	Assignment 3 Due
8/8	<b>Research Presentations</b>	
8/13	<b>Demographic Consequences</b> Guest Speaker: Immigration	
8/15	<b>No Class - Final Period</b>	Final Project Due