**Course Name:** Contemporary Social Theory (SOCY.2102). Credits: 4.0. Code: 3133. Section MY12

**Class Meeting Time:** Mondays and Wednesdays: 12: 25 p.m. to 02: 05 p.m.

**Class Meeting Location:** William James Hall, room 3604/Seminar room.

**Professor’s Information:**

* **Name:** Jean Eddy Saint Paul, Ph. D. (Professor)
* **Office**: William James Hall, room 3501
* **Office Hours:** Mondays and Wednesdays, from 11: 30 a.m. to 12 noon.
* **University Email**: jeaneddy.saintpaul@brooklyn.cuny.edu
* **Personal Email**: dejapsa@gmail.com

**[Course url for SOCY 2102 Open Educational Resource Site:](https://socy2102oer.commons.gc.cuny.edu/)**

https://socy2102oer.commons.gc.cuny.edu/

**Introduction and description of Contemporary social theory**

According to mainstream literature, sociology can be divided into two steps -the classical and the contemporary. However, throughout its development, eurocentrism, whiteness, and masculine domination have always been characteristic traits of that academic discipline institutionalized since the first half of the nineteenth century. In 1967, Raymond Aron, a French-white-male scholar published a 670+ pages book titled, *Les étapes de la pensée sociologique[[1]](#footnote-1)* that praises white-male-European intellectuals like Charles Montesquieu, Auguste Comte, Karl Marx, Alexis de Tocqueville, Émile Durkheim, Vilfredo Pareto, and Max Weber as main founders of the field. There was no mention of the contributions of nonwhite and women scholars. Then, more than forty years after Aron’s book, in 2008, Peter Kivisto, a white American sociologist, expert in social theory, and sociology of religion, published a textbook *Social Theory. Roots and Branches* that portrays Auguste Comte, Karl Marx, Émile Durkheim, Max Weber, and Georg Simmel as the mastermind of the discipline, and argued that contemporary sociology is just an extension of the classical era:

Early in the twenty-first century, there is fairly widespread consensus that four scholars have especially significant roles in shaping what has come to be contemporary sociology: (1) Karl Marx (1818-1883), who never claimed to be a sociologist or suggested he wanted to advance sociology’s cause (he did, however, criticize the earliest proponent of sociology, Auguste Comte; (2) Émile Durkheim (1858-1917) who was single-minded in his determination to promote sociology as a science clearly distinct from competing social sciences; (3) Max Weber (1864-1920), who became a sociologist later in life but never gave up also considering himself to be a historian and economist; and (4) Georg Simmel (1858-1918), who until fairly recently was not considered in the league of the preceding trio but whose reputation in recent years has finally landed him in the pantheon of founding figures[[2]](#footnote-2).

But, approaching contemporary sociology as a prolongation of the work of those European founding fathers is quite problematic. Firstly, that perspective attempts to undermine the voices of many theorists who, tirelessly, have contributed to the establishment of the discipline without not necessarily and slavishly imitating and reproducing the works of those European scholars. Secondly, it has prepared the intellectual field to perpetrate white superiority and European cultural hegemony, while silencing the voices of nonwhite scholars considered as unqualified to produce innovative sociological accounts on the fragmented social world.

In opposition to Kivisto, I contend that, in the third decade of the twenty-first century, contemporary sociology is an intellectual field shaped by ideological controversies & pluralistic epistemological and theoretical postures among theorists. Therefore, contemporary sociology is still & will remain an open laboratory of observation between what Alvin Gouldner labeled as ‘permitted social worlds’ versus ‘unpermitted social worlds.[[3]](#footnote-3)’ Understood in this way; today, more than yesterday, there is a progressive and accumulative sociological scholarship endeavor to liberate the field from its European cultural hegemonic roots.

Contemporary sociological theory is, for many reasons, a very interesting field of teaching and research. It has been progressively developed during a long historical sequence made up of different historical moments, crafted themselves by different schools of thoughts, paradigms, and perspectives: Marxism, the Atlanta School, the School of Chicago, Critical Theory (the Frankfurt School), the Dependence School, Pragmatism, Functionalism, Structural-Functionalism, Conflict Theory, Ethnomethodology, Sociological Phenomenology, Symbolic Interactionism, Rational Choice, Exchange Theory, Feminist Theory, and Postmodern Theory, just to name some.

Throughout its historical development, contemporary sociological theory, on one side, has been animated by pro-systemic perspectives centered on a voluntarist approach with strong emphasis on social systems and structures; while, on other side, sociological workers have yoked to produce theories to better interpret the subjectivities and intersubjectivities of reflexive actors who have managed the challenge the system.

SOCY.2102 is designed to help class participants think on many important questions such as - 1) What is contemporary social theory about?, 2) What is its socio-genesis?, 3) What are the main approaches?, and 4) as we have asked in Classical Social Theory, have European cultural hegemony, whiteness, racism, and masculine domination played and continued to influence  the intellectual orientation of sociology at large, and particularly contemporary sociological theory?

**Course goals**:

SOCY.2102 is designed for undergraduate students at CUNY Brooklyn College. Its aims are twofold: One is to deepen some notions, concepts, and problems studied in both Introduction to Sociology (SOCY.1101), and Classical Social Theory (SOCY.2101), and the second is to introduce students to some new schools of thoughts, perspectives and paradigms that have shaped the development of contemporary sociological theory.

This course is very important for students majoring/minoring in sociology. It will be taught from an anti-European cultural hegemonic perspective in a broader context of intellectual critique of the colonization of the sociology curriculum from whiteness and masculine domination. It is hoped that throughout the semester, students will acquire intellectual ideas that can be applied in building a better society anchored in ‘social justice[[4]](#footnote-4).’ Based upon a critical approach, SOCY.2102 will examine the strengths and limits of contemporary paradigms and schools of thoughts for the accurate interpretation of core issues affecting people’s lives in the twenty-first century.

**Pedagogical Techniques**:

To achieve these goals, the course combines lectures, students’ discussions, small groups’ presentations, and written assignments (essays). This course is part of CUNY OER (Open Educational Resources) project. All readings are posted on the course website as listed in this syllabus. Throughout the semester, SOCY.2102 will be taught in person in James Hall room 3604.

**General Policies (Grading/Exam Make-up) and Class Disruption Prohibition Policies & Grading**:

SOCY.2102 final grades will be based on an accumulation of the following activities: 10 percent for attendance; 10 percent for qualitative participation in classrooms’ discussion; 25 percent for the in-classroom midterm exam; 20 percent for the in-classroom group presentation; and 35 percent for the outside classroom term paper, which is expected to be a research paper..

Participation refers to qualitative participation that shows that the student did the mandatory reading assigned, and intellectually contributed to the topic in discussion.

Group presentation: It is expected that every group’s member contributes to the activity.

Individual research paper (term paper):: The topics to be suggested for this research activity will be both posted on Blackboard and emailed to students. The length of this final research paper should be between six (minimum) and eight (maximum) pages, typed in word (docx), letter 12, Times New Roman, and double line spacing, and must be emailed to the Professor at (jeaneddy.saintpaul@brooklyn.cuny.edu) and/or dejapsa@gmail.com. Students will not be given the opportunity to revise and resubmit essays or other assignments.

**Electronic Devices (Laptops and Tablets) Policies:**

Students will be allowed to use their electronic devices (laptops, tablets) to take notes during classes.

**Students’ Group Presentation**

Four students’ small group presentations are scheduled for the following dates: 1) on February 28, 2024, the first group will address the topic of ‘Conflict Theory.’ The second student presentation on the topic of Symbolic Interactionism is programmed for March 27, 2024. The Third student group presentation on the theme ‘An Overview of Contemporary Sociology in Latin America and the Caribbean’ will be held on April 10, 2024. Finally, the fourth student group presentation that addresses the issue of ‘Sociology and Social Justice’ is scheduled for May 15, 2024. Specific instructions about the mechanisms of that activity will be communicated to each group.

**Office Hours**

Throughout this semester, my office hours are Mondays and Wednesdays, from 11:30 a.m. to 12 noon. My office is in James 3501.

**Academic and Intellectual Property**

At Brooklyn College, we believe that history and knowledge are inscribed in a continuous process of questioning and deconstruction. As an intellectual community, we do have a moral obligation to work in an atmosphere compatible with freedom of speech of every individual; freedom of speech that should respect the dignity of every individual. We encourage the use of science to walk toward the construction of truth that is an intersubjective enterprise. We deeply believe that every faculty has the right to be engaged in challenging teaching that might conflict with traditional history and narratives. Accordingly, we strongly encourage reciprocal practice of personal and academic integrity. Faculty are free to teach on challenging topics dealing with the continuous legacies of white superiority, settler colonialism, and slavery against those classified as ‘blacks’ and ‘browns’ by the traditional scientific community. Seeing in this perspective, at Brooklyn College, we are for the promotion of a culture of tolerance and respect that are core values of political liberalism and representative democracy. Lastly, we reject all forms of violence (epistemological, symbolic, psychological, and physical).

**On Academic Materials**:

The course materials remain the intellectual property of the faculty. It is every student obligation to take notes while the faculty is lecturing. Notes from the instructor’s lectures & PowerPoint are his intellectual property. The faculty does not have any obligation to share them with students. Therefore, misuse of course materials is a violation of academic and intellectual property that is punished by Copyright Law of the United States (Title 17).

**Outline of Class Sessions and Mandatory Reading Assignments**

**Session 1:** January 29, 2024.

**Topic: Course Introduction/Syllabus Review**

**No mandatory reading**

**Module 1. An Invitation to Contemporary Sociology**

**Session 2:** January 31, 2024.

**Mandatory reading**:

Warshay, Leon H. “[The Current State of Sociological Theory: Diversity, Polarity, Empiricism, and Small Theories.](https://www-jstor-org.brooklyn.ezproxy.cuny.edu/stable/4105868?searchText=Current+State+of+Sociological+Theory)” The Sociological Quarterly, vol. 12, no. 1, 1971, pp. 23–45. JSTOR.

**Session 3:** February 5, 2024. **An Invitation to Contemporary Sociology**

**Mandatory reading**:

Warshay, Leon H. “[The Current State of Sociological Theory: Diversity, Polarity, Empiricism, and Small Theories.](https://www-jstor-org.brooklyn.ezproxy.cuny.edu/stable/4105868?searchText=Current+State+of+Sociological+Theory)” The Sociological Quarterly, vol. 12, no. 1, 1971, pp. 23–45. JSTOR.

**Session 4:** February 7, 2024. **An Invitation to Contemporary Sociology**

**Mandatory reading**:

Warshay, Leon H. “[The Current State of Sociological Theory: Diversity, Polarity, Empiricism, and Small Theories.](https://www-jstor-org.brooklyn.ezproxy.cuny.edu/stable/4105868?searchText=Current+State+of+Sociological+Theory)” The Sociological Quarterly, vol. 12, no. 1, 1971, pp. 23–45. JSTOR.

**Session 5:** February 14, 2024. **An Invitation to Contemporary Sociology**

**Mandatory reading**:

Warshay, Leon H. “[The Current State of Sociological Theory: Diversity, Polarity, Empiricism, and Small Theories.](https://www-jstor-org.brooklyn.ezproxy.cuny.edu/stable/4105868?searchText=Current+State+of+Sociological+Theory)” The Sociological Quarterly, vol. 12, no. 1, 1971, pp. 23–45. JSTOR.

**Module 2. Conflict Theory**.

**Session 6:** February 21, 2024. **Conflict Theory**

**Mandatory reading:**

Simon, Richard M. “[The Conflict Paradigm in Sociology and the Study of Social Inequality: Paradox and Possibility](https://transformativestudies.org/wp-content/uploads/10.3798tia.1937-0237.16001.pdf).” Theory in Action, vol. 9, no. 1, 2016, pp. 1-31. https://transformativestudies.org/wp-content/uploads/10.3798tia.1937-0237.16001.pdf

**Session 7:** February 22, 2024. **Conflict Theory.**

**Mandatory reading**:

Simon, Richard M. “[The Conflict Paradigm in Sociology and the Study of Social Inequality: Paradox and Possibility](https://transformativestudies.org/wp-content/uploads/10.3798tia.1937-0237.16001.pdf).” Theory in Action, vol. 9, no. 1, 2016, pp. 1-31. https://transformativestudies.org/wp-content/uploads/10.3798tia.1937-0237.16001.pdf

**Session 8:** February 26, 2024. **Conflict Theory.**

**Mandatory reading**:

Simon, Richard M. “[The Conflict Paradigm in Sociology and the Study of Social Inequality: Paradox and Possibility](https://transformativestudies.org/wp-content/uploads/10.3798tia.1937-0237.16001.pdf).” Theory in Action, vol. 9, no. 1, 2016, pp. 1-31. https://transformativestudies.org/wp-content/uploads/10.3798tia.1937-0237.16001.pdf

**Session 9:** February 28, 2024.**Conflict Theory.**

**First Student Group Presentation:**

**Readings for the Presentation**:

Schoeder, Ralph. “[Contemporary populist politics through the macroscopic lens of Randall Collins’s conflict theory.](https://ora.ox.ac.uk/objects/uuid%3A02b09297-bd7a-4b08-a666-db381a8cccb3)” Thesis Eleven. Vol. 154, Issue 1, October 2019. Pp. 97-107. 

Brown, Hana. “[Racialized Conflict and Policy Spillover Effects: The Role of Race in the Contemporary U.S. Welfare State.](https://osf.io/5zcrj/download)” American Journal in Sociology, Vol. 119, No.2 (September 2013), pp. 394-443. https://osf.io/5zcrj/download 

The group members are encouraged to use any YouTube video of their choices to illustrate the issue of conflict in contemporary society.

**Module 3. Contributions of Black Scholars to Contemporary Sociology**

**Session 10:** March 4, 2024.**Contributions of Black Scholars to Contemporary Sociology**

**Mandatory reading**:

Wright, Earl II; Calhoun C. Thomas, 2006, “[Jim Crow Sociology: Toward an Understanding of the Origins and Principles of Black Sociology Via the Atlanta Sociological Laboratory](https://www-jstor-org.brooklyn.ezproxy.cuny.edu/stable/20832281), Sociological Focus, Volume 39, Issue 1, p. 1-18. 

**Session 11:** March 6, 2024. **Contributions of Black Scholars to Contemporary Sociology**

**Mandatory reading**:

Wright, Earl II; Calhoun C. Thomas, 2006, “[Jim Crow Sociology: Toward an Understanding of the Origins and Principles of Black Sociology Via the Atlanta Sociological Laboratory](https://www-jstor-org.brooklyn.ezproxy.cuny.edu/stable/20832281), Sociological Focus, Volume 39, Issue 1, p. 1-18. 

**Session 12:**  March 11, 2024. **Contributions of Black Scholars to Contemporary Sociology**

**Mandatory reading**:

Morris, A. (2017). “[w. e. b. du bois at the center: from science, civil rights movement, to black lives matter.](https://onlinelibrary-wiley-com.brooklyn.ezproxy.cuny.edu/doi/full/10.1111/1468-4446.12241)” The British Journal of Sociology, 68(1), 3-16. DOI: 10.1111/1468-4446.12241 

**Session 13***:* March 13, 2024. **Contributions of Black Scholars to Contemporary Sociology**

**Mandatory reading:**

Morris, A. (2017). “[w. e. b. du bois at the center: from science, civil rights movement, to black lives matter.](https://onlinelibrary-wiley-com.brooklyn.ezproxy.cuny.edu/doi/full/10.1111/1468-4446.12241)” The British Journal of Sociology, 68(1), 3-16. DOI: 10.1111/1468-4446.12241 

**Session 14:** March 18, 2024. **Midterm Exam In-Classroom**

This midterm exam will cover topics studied between the second session (January 31, 2024) and the thirteenth session (March 13, 2024). To do well in this exam, revise notes taken during the Professor’s lectures, and study the mandatory readings from the syllabus.

**Module 4. Symbolic Interactionism**

**Session 15:** March 20, 2024.**Symbolic Interactionism**

**Mandatory reading:**

Halas, Elzbieta. “[Herbert Blumer on the Interactional Order of the Democratic Society](https://brooklyn.ezproxy.cuny.edu/login?url=https://www.proquest.com/scholarly-journals/herbert-blumer-on-interactional-order-democratic/docview/1170758465/se-2).” Polish Sociological Review, no. 177, 2012, pp. 3-18. ProQuest 

**Session 16:** March 25, 2024. **Symbolic Interactionism**

**Mandatory reading:**

Halas, Elzbieta. “[Herbert Blumer on the Interactional Order of the Democratic Society](https://brooklyn.ezproxy.cuny.edu/login?url=https://www.proquest.com/scholarly-journals/herbert-blumer-on-interactional-order-democratic/docview/1170758465/se-2).” Polish Sociological Review, no. 177, 2012, pp. 3-18. ProQuest 

**Session 17:** March 27, 2024. **Symbolic Interactionism**

**Second Student’s Group Presentation**

**Reading for the Presentation**:

Goffman, Erving. 1959. “[Performances](https://socy2102oer.commons.gc.cuny.edu/performances-goffman_erving/)” In The Presentation of Self in Everyday Life by Erving Goffman. New York: Anchor Books. 

The members of the group are encouraged to use any YouTube video of their choices to illustrate the issue of symbolic interactionism in contemporary society.

**Module 5. An Overview of Contemporary Sociology in Latin America and the Caribbean**

**Session 18:** April 1, 2024. **An Overview of Contemporary Sociology in Latin America and the Caribbean**

**Mandatory reading:**

Briceño-León, Roberto. “[The Five Dilemmas of Latin American Sociology.](https://ebookcentral.proquest.com/lib/brooklyn-ebooks/reader.action?docID=465968&ppg=196)” In The ISA Handbook of Diverse Sociological Traditions, edited by Sujata Patel, SAGE Publications, Limited, 2009. ProQuest Ebook Central 

**Session 19.** April 3, 2024. **An Overview of Contemporary Sociology in Latin America and the Caribbean**

**Mandatory reading**:

Briceño-León, Roberto. “[The Five Dilemmas of Latin American Sociology.](https://ebookcentral.proquest.com/lib/brooklyn-ebooks/reader.action?docID=465968&ppg=196)” In The ISA Handbook of Diverse Sociological Traditions, edited by Sujata Patel, SAGE Publications, Limited, 2009. ProQuest Ebook Central 

**Session 20:** April 8, 2024. **An Overview of Contemporary Sociology in Latin America and the Caribbean**

**Mandatory reading:**

Briceño-León, Roberto. “[The Five Dilemmas of Latin American Sociology.](https://ebookcentral.proquest.com/lib/brooklyn-ebooks/reader.action?docID=465968&ppg=196)” In The ISA Handbook of Diverse Sociological Traditions, edited by Sujata Patel, SAGE Publications, Limited, 2009. ProQuest Ebook Central 

**Session 21:** April 10, 2024. **An Overview of Contemporary Sociology in Latin America and the Caribbean**

**Third Student Group Presentation**

**Reading for the Presentation:**

Walsh, Catherine. “[Afro In/Exclusion, Resistance, and the “Progressive” State: (De)Colonial Struggles, Questions, and Reflections.](https://link-springer-com.brooklyn.ezproxy.cuny.edu/chapter/10.1057/9781137031433_2#citeas)” In Black Social Movements in Latin America. From Monocultural Mestizaje to Multiculturalism. Edited by Jean Muteba Rahier. New York: Palgrave Macmillan, 2012.

**Module 6. Contemporary Theory of Modernity: Critical Theory**

**Session 22:** April 15, 2024. **Critical Theory: The Frankfurt School and Habermas**

Adams, Bert N., and R. A. Sydie. “Critical Theory: The Frankfurt School and Habermas.” In Contemporary Sociological Theory, SAGE Publications, Incorporated, 2002. ProQuest Ebook Central 

**Session 23:** April 17, 2024. **Critical Theory: The Frankfurt School and Habermas**

**Mandatory reading:**

Adams, Bert N., and R. A. Sydie. “Critical Theory: The Frankfurt School and Habermas.” In Contemporary Sociological Theory, SAGE Publications, Incorporated, 2002. ProQuest Ebook Central 

**Session 24:** May 1, 2024. **Critical Theory: The Frankfurt School and Habermas**

**Mandatory reading**:

Adams, Bert N., and R. A. Sydie. “Critical Theory: The Frankfurt School and Habermas.” In Contemporary Sociological Theory, SAGE Publications, Incorporated, 2002. ProQuest Ebook Central 

**Module 7. Sociology & the Quest for Social Justice**

**Session 25:** May 6, 2024. **Sociology & the Quest for Social Justice**

DuVernay, Ava (2016) [13th (film)](https://youtu.be/krfcq5pF8u8?si=Tk9c9csfBr) (Posted on Apr 17, 2020). Netflix (1:40:02) https://youtu.be/krfcq5pF8u8?si=Tk9c9csfBr

**Session 26:** May 8, 2024. **Sociology & the Quest for Social Justice**

**Mandatory reading**:

Feagin, Joe. R.“[Social Justice and Sociology: Agendas for the Twenty-First Century.](https://doi-org.brooklyn.ezproxy.cuny.edu/10.1177/000312240106600102)” American Sociological Review, 2001, Vol. 66 (February: 1-20). 

**Session 27:** May 10, 2024. **Sociology & the Quest for Social Justice**

**Mandatory reading**:

Bobo, Lawrence D. “[Somewhere Between Jim Crow and Post-Racialism: Reflections on the Racial Divide in America Today.](https://www.jstor.org/stable/23047449)” Daedalus: The Journal of American Academy of Arts and Sciences, 2011, 140 (2) Spring. 

**Session 28:** May 15, 2024. **Sociology & the Quest for Social Justice**

**Fourth Student Group Presentation**

**Readings for the Presentation**:

Wilson, William Julius. “[Black Youths, Joblessness, and the Other Side of ‘Black Lives Matter.](http://brooklyn.ezproxy.cuny.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=tsh&AN=115901168&site=ehost-live)’” Ethnic & Racial Studies, vol. 39, no. 8, June 2016, pp. 1450–57. 

Apata, Gabriel O. “[I can’t Breathe’: The Suffocating Nature of Racism,](https://journals.sagepub.com/doi/pdf/10.1177/0263276420957718)” Theory, Culture & Society. 2020 Vol. 37, No. 7-8: 241-254. 

*Group members are strongly encouraged to use any YouTube video of their choices to illustrate the issue of social justice in contemporary society.*

Undergraduate final examinations start on May 17, 2023. The Professor will inform you about the exact date to turn in your small-group final paper.

**University’s policy on Academic Integrity**:

The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for policy implementation can be found at [www.brooklyn.cuny.edu/bc/policies](http://www.brooklyn.cuny.edu/bc/policies). If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation.

**Center for Student Disability Services**:

To receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at (718) 951-5538. If you have already registered with the Center for Student Disability Services, please provide your professor with the course accommodation form and discuss your specific accommodation with him/her.

**Student Bereavement Policy**:

<http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php>

**Nonattendance because of religious beliefs**:

The New York State Education Law provides that no student shall be expelled or refused admission to an institution of higher education because he or she is unable to attend classes or participate in examinations or study or work requirements on any particular day or days because of religious beliefs. Students who are unable to attend classes on a particular day or days because of religious beliefs will be excused from any examination or study or work requirements. Faculty must make good-faith efforts to provide students absent from class because of religious beliefs equivalent opportunities to make up the work missed; no additional fees may be charged for this consideration.

**Additional resources available for students at Brooklyn College**

[**http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/student-support-services.php**](http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/student-support-services.php)

1. As soon as published the book was translated into English in two volumes titled - *Main Currents in Sociological Thought*. Baltimore, MD. : Penguin Books, 1967. Translated by Richard Howard and Helen Weaver. [↑](#footnote-ref-1)
2. Peter Kivisto. *Social Theory. Roots and Branches*. New York-Oxford: Oxford University Press, 2008, p. 3. [↑](#footnote-ref-2)
3. Alvin W. Gouldner. *The Coming Crisis of Western Sociology*. New York, NY: Basic Books, 1970. Pp. 484-485. [↑](#footnote-ref-3)
4. See Joe Feagin. “Social Justice and Sociology. Agendas for the Twenty-First Century: Presidential Address.” *American Sociological Review*, Vol. 66, No. 1, 2001, p. 12. [↑](#footnote-ref-4)