**REQUIRED READINGS**
In addition to readings on Canvas [listed as “Canvas”), readings for the course will be drawn from 2 required books:


**INSTRUCTOR BIOGRAPHY**
Dr. Branch received her Ph.D. in Sociology at The Ohio State University, where she specialized in gender, race, and class inequalities, and work and occupations. She has taught undergraduate and graduate level coursework related to markets and culture, inequality, gender, race/ethnicity, and the sociology of work since 1999. Dr. Branch is in her 8th year in the Sociology department at SMU, where she teaches the Sociology of Gender, Research Methods, Constructed Social Identities, Social Problems, Markets and Culture, Contemporary Social Issues of the Southwest, and Environmental Sociology.

**COURSE DESCRIPTION**
Recently, there has been a surge in the use of economic principles to explain a wide range of social phenomena, including love, dating, marriage, crime, and parenting (e.g., *Freakonomics*, 2005). This course in economic sociology turns *Freakonomics* on its head, using sociological principles to explain economic phenomena, examining markets as social institutions, and encouraging students to view the economy through a sociological lens. The fundamental premise of economic sociology is that economic exchanges are deeply embedded in cultural and social relationships/institutions. The sociological approach to the economy sometimes complements, sometimes supplements, and sometimes contradicts the explanation offered by mainstream and/or traditional economics. This course will explore the relationship between society and the economy, with emphasis on how cultural differences across Northern New Mexico shape production, distribution, and consumption in this region, especially focusing on Native American cultures. Topics to be studied in the course include: cultural orientations, markets as social and cultural constructions, social and economic inequalities, and economic development. We will also relate these issues to global issues of economic development in developing countries.

**SOCI转变AL IMAGINATION:**
Neither the life of an individual nor the history of a society can be understood without understanding both. Yet men do not usually define the troubles they endure in terms of historical change and institutional contradiction. ... The sociological imagination enables its possessor to understand the larger historical scene in terms of its meaning for the inner life and the external career of a variety of individuals. ... The first fruit of this imagination—and the first lesson of the social science that embodies it—is the idea that the individual can understand his own experience and gauge his own fate only by locating himself within this period, that he can know his own chances in life only by becoming aware of those of all individuals in his circumstances. ...We have come to know that every individual lives, from one generation to the next, in some society; that he lives out a biography, and that he lives it out within some historical sequence (Mills, *The Sociological Imagination*, 1959:3-10).

**HOW THE STUDENT WILL BENEFIT FROM THIS COURSE**
1) Students will explore the cultural and economic diversity of the American Southwest.
2) Students will be able to discuss economic concepts from a sociological perspective with a special emphasis on being able to identify the ways in which markets are socially constructed
3) Students will be able to recognize that markets are shaped by larger social and cultural forces.
4) Students will be able to apply classroom learning to economic issues in Northern New Mexico through field trips and guest speakers.
CLASS POLICIES

Attendance:
Attendance is required. Attendance is essential because class activities, including but not limited to lecture, videos, & group discussion, will often cover material that is not in the readings & that you will be expected to know for your paper. You are also responsible for any announcements, including changes to the class schedule & content, made during class. Unexcused absences will result in a deduction of points for the course.

Disability Accommodations:
Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit http://www.smu.edu/alec/dass.asp to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Use of Electronic Equipment during Class:
If I find the use of laptop computers to be a distraction to you, other students, or myself, I reserve the right to ban laptops in my classroom at any time during the semester. As a discussion oriented class, it is important that students not be hidden behind a sea of computer screens. In addition, student abuse of instant messaging, emailing, & surfing requires this policy. The use of other electronic equipment, such as cell phones, PDA’s, & other internet-accessing devices, is strictly prohibited all times during class.

COURSE REQUIREMENTS
Course requirements are designed with two goals in mind: (1) to offer an opportunity to demonstrate knowledge and critical analysis of the readings and general themes of the course, as well as to apply those themes and readings to the community, and (2) to encourage contribution to course content, regular reflection on the readings, and active participation in class.

Reading Assignments:
Readings should be completed prior to the assigned date. Your discussion questions, reflection essay, and research paper will require the incorporation of class discussions, concepts, readings, theories, etc. Students should analyze the reading material critically and be prepared to raise and answer questions, critique viewpoints, debate, and raise alternative perspectives.

Grading:

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<tr>
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<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Daily reading questions</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Paper 1</td>
<td>80</td>
<td>25</td>
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<tr>
<td>Paper 2</td>
<td>120</td>
<td>30</td>
</tr>
<tr>
<td>Class participation</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100%</td>
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Grade                  Total Points  % of Points
A                      = 376-400   94% +
A-                     = 360-375   90-93%
B+                     = 348-359   87-89%
B                      = 336-347   84-86%
B-                     = 320-335   80-83%
C+                     = 308-319   77-79%
C                      = 296-307   74-76%
C-                     = 280-295   70-73%
D                      = 240-279   60-69%
F                      < 239    < 60%

*No extra credit will be given.
Class Participation (25% of final grade):
A substantial amount of this course will consist of class discussions. This is an active, discussion-oriented course, and therefore is largely dependent on students’ preparation and motivation for discussion. Therefore, success in the course requires not only attendance, but also active participation, critical review of the readings, and lively class discussions. Your contribution to discussion, as well as what you learn from others’ participation, is crucial to a successful class. I will gauge participation through your willingness to participate in class discussions and willingness to ask questions during any fieldtrips/guest speakers.

Daily Reading Reflections/Discussion Questions (25% of final grade):
Each day you are expected to submit to me 2-3 questions or comments regarding the day’s assigned readings. Bring hard copies and be ready to discuss them during class. These can be typed or handwritten.

Paper 1 (20% of final grade):
The goal of this 3-4 page paper is to research and discuss the cultural orientations Native American tribes (e.g., Navajo or Pueblo) or Nuevomexicano/as in Northern New Mexico. You MUST substantially incorporate class readings, theories, concepts, lectures, and discussions.

Paper 2 (30% of final grade):
The goal of this 6-7 page paper is to research and discuss the relationship between culture and economic development in Northern New Mexico. You may choose some example/trend in economic development in Northern New Mexico and utilize a case study approach to understand the cultural/social dynamics underlying the development. You are encouraged to contact any key “players” in your case study and either observe and/or interview those involved. You MUST substantially incorporate class readings, theories, concepts, lectures, and discussions.

Paper guidelines:
1) Upload to Canvas by date/time due. I will not accept hard copies nor email copies.
2) Write in essay format with an introduction paragraph, a body of the paper comprised of multiple paragraphs, and conclusion paragraph.
3) If you discuss published non-class material (either direct quotations or paraphrasing), you must cite it within the text and include a bibliography/reference page.
4) Spell check and proofread papers. Watch your grammar. Use Times Roman font size 11, double line spacing, and 1” margins. Please proofread your paper, because I count spelling and grammatical errors in my grading.
5) Grading Criteria:
a) Content: How much effort did you put into the paper? Did you think deeply, critically, and seriously about the issues in the paper? Did you substantially incorporate class readings, lecture, discussion, etc... where appropriate?
b) Organization: Did you follow the guidelines/instructions? How is your formatting (e.g., font, spacing, paragraph format)?
c) Clarity: Are your ideas expressed clearly and concisely? How is your grammar and spelling?

ACADEMIC HONESTY AND THE HONOR CODE
All SMU students are under the jurisdiction of the Honor Code. Students are required to issue a warning to, or to report to the Honor Council, any student suspected of violating the Honor Code, and to inform the course instructor of a violation. Suspected violations may be handled privately by an instructor, or they may be referred to the Honor Council. Suspected violations reported to the Council will be investigated and, if evidence warrants, a hearing will be held. Students convicted of academic dishonesty may appeal their cases to the University Judicial Council.

Academic dishonesty may be defined broadly as a student's misrepresentation of his/her academic work, or of the circumstances under which the work was done. This includes plagiarism in papers, projects, take-home exams, or other assignments in which the student represents the resulting work as being his or her own. It also includes cheating on exams, unauthorized access to test materials, and aiding another student to cheat or participate in an act of academic dishonesty. Failure to prevent cheating by another individual may be considered as participation in the dishonest act.

Possible sanctions given by the Honor Council for academic dishonesty include: a notation of "Honor Violation" for the course, which will remain on a student's official transcript for three years after graduation, deferred suspension for one calendar year, indefinite suspension, or even expulsion from the University.

“I love our lunches out here, but I always get the feeling that we’re being watched.”
FINAL NOTE

It is each student’s responsibility to be thoroughly familiar with the course requirements and evaluation procedures outlined here, and to keep track of various assignments and activities that are required. This syllabus is an integral part of the course materials, and students should refer to it regularly to be sure that they are up-to-date with reading and other requirements. I want this class to be enlightening, educational, and fun for you! In order to achieve these ends, each of you in the class must feel both engaged and secure enough to be able to question what you read, see, and hear (inside and outside class) and state your opinion on sometimes controversial matters. With that in mind, I want to make it clear that while I want to promote such open discussions, it must be conducted with utmost respect for your classmates and me.

COURSE SCHEDULE

Dates and content are tentative and subject to change. It is unlikely that we will be able to rigidly adhere to it. Nevertheless, it will give you some idea about what topics we plan to cover and the order in which we will be covering them. Any changes will be announced in class. You are responsible for finding out about announcements made in class as well as obtaining copies of any class handouts and notes. Readings should be completed prior to the assigned date. In other words, readings are due (should be completed) by the date listed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
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| TH 5/17 | Introduction to Sociological perspective And economic sociology: The basics | Canvas readings: Mills’ “The Promise”;
The Embeddedness of Markets |
| FR 5/18 | The Embeddedness of Markets: Culture | Canvas readings: The Embeddedness of Markets;
Navajo Cultural Autonomy |
| M 5/21 | Culture | Canvas: readings: Hooker Chs 1-2, 4, 7 |
| T 5/22 | Culture and the economy *Field trip: Taos Pueblo* | Reservation Capitalism: Ch 2 |
| W 5/23 | Culture and the economy | Canvas readings: Indigenous Economies
Native Pathways: Tribal Capitalism and Native Capitalists |
| TH 5/24 | No class: Community Service Day (voluntary)
*Paper 1 due by 11:59pm* | |
| FR 5/25 | Social and economic inequality | Reservation Capitalism: Ch 3
Canvas: readings: The Reservation as a Feudal Society;
Is the House Winning? |
| M 5/28 | Economic development *Field Trip: Taos Pueblo & Buffalo Thunder Casinos* | Reservation Capitalism: Chs 1, 4-5;
Impact of Gaming on Indian Nations in New Mexico |
| T 5/29 | Economic development *Field trip: Taos Co. Economic Development Corp.* | Reservation Capitalism: Chs 6-9
BB readings: Tribal Economic Development;
The Devil’s in the Details (Native Pathways) |
| W 5/30 | Economic development: entrepreneurship *Field trip: Taos Mountain Energy Bar* | BB readings: Small business development in NM
BB readings: News stories: Taos Mountain Energy Bar |
| TH 5/31 | Economic development: tourism | BB readings: Business of Culture at Acoma Pueblo;
Cultural Tourism and Resistance;
Pueblo Dance Celebrations;
The Man Who Killed the Deer Dance
Taos Pueblo & Economic Development |
Paper 2 due by 11:59pm