

CONTEMPORARY SOCIETY SOCIOLOGY 100A

Department of Sociology & Anthropology
DePauw University
Spring 2016
MWF 10:20-11:20 a.m.

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COURSE DESCRIPTION

This course is an introduction to the discipline of sociology that provides one of many windows through which we can view the world around us. Adopting a sociological perspective is a distinct way of interpreting human behavior that acknowledges the interplay between personal biography and social history. In taking such a perspective, we will challenge many of the taken-for-granted assumptions we make about social life and develop a healthy skepticism about oversimplified conceptions of society, its institutions, and our own personal experience. Sociology offers us an “unfamiliar way to look at the familiar.”

We will begin the semester developing our “sociological imaginations,” learning key theories and methods that sociologists use to interpret social phenomena, and articulating a social constructionist view of reality, culture, the self, and normative deviations. Next, we will examine the presence and persistence of inequalities in society. In particular, we will explore how society stratifies individuals and groups based on the intersectionality of social class, race/ethnicity, and gender. We will end the semester by studying social change and imagining what it will take to make our society more just and what our utopian visions for society might look like.

COURSE GOALS

By the end of the semester you should be able to:

- a) Adopt a sociological perspective when interpreting the world around you;
- b) Understand key sociological concepts, theories and methods and be able to apply them to everyday life;
- c) Recognize the complexity of social behavior, groups, organizations and institutions and how that influences efforts at social change;
- d) Identify how society is stratified along social class, race and gender lines.
- e) Analyze social issues using critical thinking and writing skills

REQUIRED READINGS

What to Read and Where to Get It:

The following books are available at Eli's Books or on-line. Be sure you get the 7th edition of the Ferguson book.

Ferguson, Susan J. 2013. *Mapping the Social Landscape: Readings in Sociology*, 7th edition. NY: McGraw-Hill.

Armstrong, Elizabeth A. and Laura T. Hamilton. 2015. *Paying for the Party: How College Maintains Inequality*. Cambridge, MA: Harvard University Press.

Ralph, Laurence. 2014. *Renegade Dreams: Living through Injury in Gangland Chicago*. Chicago, IL: University of Chicago Press.

Additional required readings are posted on library Reserves.

***Please bring your books or articles to class for discussion on the days they are assigned. Although not the eco-friendliest suggestion, I highly recommend that you print off the Reserve articles (there are only a few). This will allow you to mark up the articles, make notes and have them available during discussion.

***You are responsible for all of the assigned readings, even those that we do not specifically discuss in class. Reading and understanding ideas on your own is part of the college experience. This does not mean you cannot ask for help when you need it. Please take advantage of my office hours (or make alternative arrangements if my hours do not work for you)!

When to Read. You should read each assignment and come to class prepared to discuss it on the day in which it appears on the schedule below. For example, the readings listed for Monday should be read before coming to class on Monday; the readings listed for Wednesday should be done by class time on Wednesday, etc.

How to Read. Develop a system of reading and note taking that will allow you to answer the following questions after each article:

1. What is the author's main point or argument?
2. What are the strengths and weaknesses of this argument? (e.g., Does the author present sufficient evidence to back up his/her argument? Can you think of counter-evidence that the author ignores? Is the logic consistent? Does the author have a particular bias?)
3. How does this article relate to this week's topic and other readings?
4. What are the implications of this reading for your own life?

COURSE REQUIREMENTS

Examinations. There will be 3 examinations consisting of short essay questions. Exam 1 will be in class on February 22. Exam 2 is scheduled for March 30. Exam 3 will be Saturday, May 14 (8:30-11:30 p.m.) during final examination week.

Paper1. You will attend the DePauw Dialogue 2.0 and write a 2-page reaction paper relating our course readings to the discussion.

Paper 2. A 5-page paper that requires original data collection is due on April 22. Instructions will be distributed in class well in advance of the due date.

Class participation. You will be graded on your class participation at midterm and at the end of the semester. Class participation will be assessed in terms of the quality and regularity of your participation. Simply showing up to class and having done the reading does not constitute participation. You need to orally communicate to us in a thoughtful way. Demonstrate that you have listened to others and that you have read the material. This will be somewhat tricky given the size of the class, but my lectures are designed to be interactive and class time will be devoted to a discussion of the readings. Create the opportunity for yourself.

COURSE POLICIES

A. How Grades are Calculated. Grades will be determined using the following point and percentage system. In order to pass the course, students must complete all of the assignments.

Exam 1 100 points
Exam 2 100 points
Exam 3 100 points
Paper 1 25 points
Paper 2 100 points
Class participation 50 points (25 each half)

Total 475 points

Final grade:
90% and above = A-, A
80%-89% = B-, B, B+
70%-79% = C-, C, C+
60-69% = D
59% and below = F

B. What the Grades Mean.

A = Work that goes beyond the requirements of the assignment by adding new insight, creativity

and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, an exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas.

B = Work that clearly meets the requirements of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world with only minor problems, and good organization and expression of ideas.

C = Work that satisfactorily meets the requirements of the assignment. Demonstrates acceptable command of the course material, a basic ability to apply concepts to the real world with some gaps and problems, and moderate skill in the organization and expression of ideas.

D = Work that marginally meets the requirements of the assignment. Demonstrates little command of the course material, minimal attempt to apply concepts to the real world, and limited ability to organize and express ideas.

F = Work that does not meet the requirements of the assignment. Demonstrates no command of the course material, unable to appropriately or consistently apply concepts to the real world, and insufficiently organizes and expresses ideas.

***Please note that the above descriptions are not consistent with the common belief among students that a B is average and a C is failing.

C. Late Work/Make-up Work. The papers and exam due dates are firm. Exceptions will be made if I receive, in advance, an official notification that you will be off campus on university business (e.g., athletic or scholarly competition) or if I am notified, in advance, of serious illness. Out of fairness to the entire class, no other exceptions will be made (this includes faulty alarm clocks, minor illness, job interviews, weddings, cheap plane tickets, etc.). Unexcused late papers will be penalized 5 points for every 24-hour period in which they are late. For both excused and unexcused absences from class, it is your responsibility to find out what you missed from your peers. Please do not ask me for my lecture notes or for a private reenactment of the class.

D. Security Measures. Please secure a copy of your papers (hardcopy and/or electronic) in case your computer crashes the morning your paper is due. Do not put late papers in my mailbox or under my office door. It is your responsibility to contact me and make arrangements to give me your late work in person.

E. Extra Credit. None. No exceptions.

F. Honor Code. As with all courses at DePauw University, you are bound by the policy on academic integrity. I highly encourage you to reread the policy if you have not reread it this semester: <http://www.depauw.edu/handbooks/student/acadlife/app/aip/dishonesty/> Academic dishonesty includes the following: cheating, fabrication, facilitating academic dishonesty, plagiarism, multiple submissions, abuse of academic material, deception and misrepresentation, electronic dishonesty, and carelessness. Each of these violations is described in detail in the Student Handbook. See me if you have any questions about your obligation to

uphold this policy. While I encourage you to work together in small groups and discuss the course material among yourselves outside of class, the papers should be written without collaboration and should reflect your independent ideas.

G. Special Accommodations. According to Pamela Roberts, Coordinator of Academic Success and Student Disability Services, “DePauw University is committed to providing equal access to academic programs and University administered activities and reasonable accommodations to students with disabilities, in compliance with the Americans with Disabilities Act and Amendments (ADAAA). Accommodations are determined on a case-by-case basis. Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Coordinator of Academic Success and Student Disability Services, for further information on how to receive accommodations and support.” Academic Success and Student Disability Services is located on the second floor of the UB: [765-658-6267](tel:765-658-6267).

H. Laptops and Phones. No laptops in class unless I specifically ask you to bring them. This means that you will need to make hardcopies of the readings posted on Reserves and/or bring in notes from the reading. Please silence your phone and put it away. No texting during class.

***If you have read and understand A-H above, please email me (rbordt@depauw.edu) with the subject line: “I have read and understand the course policies.”

COURSE SCHEDULE (approximate)

<p>WEEK 1 Feb 1, 3, 5</p>	<p>Part I: What is Sociology?</p> <p>What You See is Not Always What you Get</p> <p>M: Introductions.</p> <p>W: Lecture, “When Conventional Wisdom is Not Enough.” Discuss readings: Mills, “The Promise,” pp. 1-7 in Ferguson.</p> <p>Exercising our Sociological Imaginations</p> <p>F: Discuss readings: Gaines, “Teenage Wasteland: Suburbia’s Dead-End Kids,” pp. 7-19 in Ferguson. Romero, “An Intersection of Biography and History: My Intellectual Journey,” pp. 19-33 in Ferguson.</p>
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<p>WEEK 2 Feb 8, 10, 12</p>	<p>Sociological Perspectives</p> <p>M: Lecture, “When I think back on all the crap I learned in high school: Theoretical Perspectives on our Social World.” Discuss readings: Hunter and McClelland, “Theoretical Perspectives in Sociology,” pp. 33-42 in Ferguson.</p> <p>W: Discuss readings: Marx and Engels, “Manifesto of the Communist Party,” pp. 43-48 in Ferguson. Grabe, “Television News Magazine Crime Stories,” pp. 155-171 (Reserves) Rosenhan, “On Being Sane in Insane Places,” pp. 48-58 in Ferguson.</p> <p>F: Class exercise: “Applying theoretical perspectives to data” Read: Rideau, “Ruination (1941-1961),” pp. 3-32 (Reserves)</p>
<p>WEEK 3 Feb 15, 17, 19</p>	<p>Research Methods: How Sociologists Do Sociology</p> <p>M: Lecture, “How Sociologists Do Sociology.” Discuss readings: Schwalbe, “Finding Out How the Social World Works,” pp. 59-69 in Ferguson.</p> <p>W: Film clip, “The Stanford Prison Experiment” Discuss reading: Haney, Banks, and Zimbardo, “ Interpersonal Dynamics in a Simulated Prison,” pp. 69-78 in Ferguson.</p> <p>F: Class exercise, “The Value of Social Observation.” Discuss readings: Loe, “Working at Bazooms: The Intersection of Power, Gender, and Sexuality,” pp. 79-94 in Ferguson.</p>

<p>WEEK 4 Feb 22, 24, 26</p>	<p>M: Exam 1</p> <p>Part II: The Individual in Context</p> <p>The Social Construction of Reality</p> <p>W: Lecture, “A Rose is a Rose is a Rose. Really?” Discuss readings: Levine, “The Geography of Time,” pp. 73-83 (Reserves)</p> <p>F: No class. RB out of town.</p>
<p>WEEK 5 Feb 29, March 2, 4</p>	<p>Culture</p> <p>M: Lecture, “You Won’t Find it in a Petri Dish: Locating Culture.” Discuss readings: Becker, “Culture: A Sociological View,” pp. 95-105 in Ferguson.</p> <p>W: Discuss readings: Glassner, “The Culture of Fear: Why Americans are Afraid of the Wrong Things,” pp. 105-113 in Ferguson. Trask, “Lovely Hula Hands: Corporate Tourism and the Prostitution of Hawaiian Culture,” pp. 113-120 in Ferguson.</p> <p>Socialization</p> <p>F: Lecture, “Socialization, Resocialization, and Cases of Isolation.” Film clip, “Genie: Secrets of the Wild Child.”</p>

<p>WEEK 6 March 7, 9, 11</p>	<p>M: Discuss readings: Kane, “‘No Way my Boys are Going to be Like That!’ Parents Responses to Children’s Gender Nonconformity,” pp. 121-133 in Ferguson. Ausdale and Feagin, “Using Racial and Ethnic Concepts: The Critical Case of Very Young Children,” pp. 134-145 in Ferguson.</p> <p>Presentation of Self</p> <p>W: Lecture, “Please Put on a Suit and Tie: Constructing Identity and Managing Impressions.”</p> <p>F: Discuss readings: Granfield, “Making It by Faking It: Working-Class Students in an Elite Academic Environment,” pp. 145-157 in Ferguson. Dyer, “Anybody’s Son Will Do,” pp. 158-168 in Ferguson.</p>
<p>WEEK 7 March 14, 16, 18</p>	<p>M: Class exercise: “You’ll know me. I’ll be the one who…”</p> <p>Deviance</p> <p>W: Lecture, “The Deviant Within Us: Dispelling the Myth of the ‘Other’.” Discuss readings: McLorg and Taub, “Anorexia Nervosa and Bulimia: The Development of Deviant Identities,” pp. 205-216 in Ferguson.</p> <p>F: Discuss readings: Boswell and Spade, “Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous than Others?” pp. 216-228 in Ferguson. Colvin, “Descent into Madness: The New Mexico State Prison Riot,” pp. 229-242 in Ferguson.</p>
<p>WEEK 8 March 21, 23, 25</p>	<p>Spring Break!</p>

<p>WEEK 9 March 28, 30, April 1</p>	<p>M: Review for exam.</p> <p>W: Exam 2</p> <p>Part III: Structural Inequalities</p> <p>F: Lecture, “What’s Power Got Ta Do With It, Got Ta Do With It? Social Class, Gender, and Race Intersectionalities”</p> <p>April 1—last day to drop class</p>
<p>WEEK 10 April 4, 6, 8</p>	<p>M: Film clip, “People Like Us.” Discuss film. Discuss reading: Armstrong and Hamilton, <i>Paying for the Party</i>, pp. xi-49 (book)</p> <p>W: No class. DePauw Dialogue 2.0 (Attendance required for writing Paper 1)</p> <p>F: Discuss DePauw Dialogue 2.0. Film clip, “Wealth Inequality in America” Continue reading: Armstrong and Hamilton, <i>Paying for the Party</i>, pp. 50-73 (book) Paper 1 due at the beginning of class.</p>
<p>WEEK 11 April 11, 13, 15</p>	<p>M: Discuss Armstrong and Hamilton, Part I Continue reading: Armstrong and Hamilton, <i>Paying for the Party</i>, pp. 74-117 (book)</p> <p>W: Lecture, “Man-Purses: The Social Construction of Femininity and Masculinity.” Film clip, “10 Reasons Don Draper is More Manly Than You.” Continue reading: Armstrong and Hamilton, <i>Paying for the Party</i>, pp. 118-179 (book)</p> <p>F: Film, “Wrestling with Manhood” Continue reading: Armstrong and Hamilton, <i>Paying for the Party</i>, pp. 180-208 (book)</p>

<p>WEEK 12 April 18, 20, 22</p>	<p>M: Discuss film from Friday. Continue reading: Armstrong and Hamilton, <i>Paying for the Party</i>, pp. 209-233 (book)</p> <p>W: Discuss Armstrong and Hamilton, Part II Finish book: Armstrong and Hamilton, <i>Paying for the Party</i>, pp. 234-278 (book)</p> <p>F: Lecture, “Why Does the Topic of Racism Produce so Much Silence?” Discuss reading: Ralph, <i>Renegade Dreams</i>, pp. xvii-18 (book) Paper 2 due in class</p>
<p>WEEK 13 April 25, 27, 29</p>	<p>M: Film clips, “A Conversation on Growing Up Black,” “A Conversation with White People on Race,” “A Conversation with Black Women on Race.” Continue reading: Ralph, <i>Renegade Dreams</i>, pp. 19-52 (book)</p> <p>W: Lecture, “On White Privilege.” Continue reading: Ralph, <i>Renegade Dreams</i>, pp. 53-83 (book)</p> <p>F: Discuss Ralph, Part One Continue reading: Ralph, <i>Renegade Dreams</i>, pp. 84-114 (book)</p>
<p>WEEK 14 May 2, 4, 6</p>	<p>M: Student Opinion Forms. (Bring Laptops) Class exercise, “TBA” Continue reading: Ralph, <i>Renegade Dreams</i>, pp. 117-139 (book)</p> <p>W: Class exercise, “TBA” continued. Continue reading: Ralph, <i>Renegade Dreams</i>, pp. 140-164 (book)</p> <p>F: Discuss Ralph, Part Two Finish book: Ralph, <i>Renegade Dreams</i>, pp. 165-184 (book)</p>

<p>WEEK 15 May 9, 11</p>	<p>Part IV: Envisioning Social Change</p> <p>M: Lecture, “The Times, They Are A Changin’.” Discuss reading: Johnson, “What Can We Do? Becoming Part of the Solution,” pp. 673-684 (Reserves)</p> <p>W: Review for exam. Wrap-up</p>
<p>Final Exam Week</p>	<p>Exam 3 (Saturday, May 14, 8:30-11:30 a.m.)</p>