

**CONTEMPORARY SOCIETY  
SOCIOLOGY 100-C**

Department of Sociology & Anthropology  
DePauw University  
Fall 2016  
MWF 8:00-9:00 a.m.  
222 Asbury Hall

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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, 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.

This course fulfills the Privilege, Power, and Diversity requirement *or* one of your Social Science requirements

**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) Explore the interplay of power and privilege in human interactions;

f) 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 7<sup>th</sup> edition of the Ferguson book.

Ferguson, Susan J. 2013. *Mapping the Social Landscape: Readings in Sociology*, 7<sup>th</sup> 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 September 16. Exam 2 is scheduled for October 14, the day before Fall Break. Do NOT take this class if you cannot begin your break when the official break begins. No early or alternative arrangements will be made. Exam 3 will be December 16 (8:30-11:30 a.m.) during final examination week. Please note that our final exam is on the last day of final exam week. No one will be allowed to take the exam early, so please plan your travel accordingly.

**Paper1.** You will attend the Day of Inclusion and write a 2-page reaction paper relating our course readings to the discussion. The paper is due in class on September 30.

**Paper 2.** A 5-page paper that requires original data collection is due on November 18. 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)

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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. Absences and Late Work.** I expect you to be in class everyday. Absences will be counted against you in determining your class participation grade. 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. No late assignment will be accepted after the last day of class. 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 the 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.** It is the policy and practice of DePauw University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Disability Services. Allow one-week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Accommodations are not retroactive. Students who have questions about Student Disability Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Disability Services for a confidential discussion in Union Building Suite 200 or by phone at 658-6267.

**H. Religious Holy Days and Observances.** In accordance with DePauw policy, I am happy to accommodate students who are adherents of a religious tradition and wish to fulfill obligations of that religious tradition on holy days. Please notify me well in advance of any planned absences.

**I. 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 or use of smart watches during class.

**J. Agreement to abide by course policies.** If you have read and understand the policies above, please email me ([rbordt@depauw.edu](mailto:rbordt@depauw.edu)) with the subject line: "I have read and agree to abide by the course policies."

### COURSE SCHEDULE (approximate)

<b>WEEK 1</b> August 24, 26	<b>W: No Class. RB out of town.</b>  <b>Part I: What is Sociology?</b>  <b>F: Introduction to the class.</b>
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<p><b>WEEK 2</b> August 29, 31, September 2</p>	<p><b>What You See is Not Always What you Get</b></p> <p><b>M:</b> Lecture, “When Conventional Wisdom is Not Enough.” Discuss readings: Mills, “The Promise,” pp. 1-7 in Ferguson.</p> <p><b>Exercising our Sociological Imaginations</b></p> <p><b>W:</b> 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> <p><b>Sociological Perspectives</b></p> <p><b>F:</b> 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>
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<p><b>WEEK 3</b> September 5, 7, 9</p>	<p><b>M:</b> 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><b>W:</b> Class exercise: “Applying theoretical perspectives to data” Discuss reading: Rideau, “Ruinination (1941-1961),” pp. 3-32 (Reserves)</p> <p><b>Research Methods: How Sociologists Do Sociology</b></p> <p><b>F:</b> Lecture, “How Sociologists Do Sociology.” Discuss readings: Schwalbe, “Finding Out How the Social World Works,” pp. 59-69 in Ferguson.</p>
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<p><b>WEEK 4</b> September 12, 14, 16</p>	<p><b>M:</b> 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><b>W:</b> 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><b>F: Exam 1</b></p>
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<p><b>WEEK 5</b> September 19, 21, 23</p>	<p><b>Part II: The Individual in Context</b></p> <p><b>The Social Construction of Reality</b></p> <p><b>M:</b> Lecture, “A Rose is a Rose is a Rose. Really?” Discuss readings: Levine, “The Geography of Time,” pp. 73-83 (Reserves)</p> <p><b>Culture</b></p> <p><b>W:</b> 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><b>F:</b> 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>
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<p><b>WEEK 6</b> September 26, 28, 30</p>	<p><b>Socialization</b></p> <p><b>M:</b> Lecture, “Socialization, Resocialization, and Cases of Isolation.” Film clip, “Genie: Secrets of the Wild Child.” <b>Get Paper 1 assignment.</b></p> <p><b>W: Day of Inclusion (attendance required for Paper 1 assignment).</b></p> <p><b>F:</b> Discuss Day of Inclusion. <b>Paper 1 due at the beginning of class.</b></p>
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<p><b>WEEK 7</b> October 3, 5, 7</p>	<p><b>M:</b> 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><b>Presentation of Self</b></p> <p><b>W:</b> Lecture, “Please Put on a Suit and Tie: Constructing Identity and Managing Impressions.”</p> <p><b>F: No class. RB at conference.</b></p>
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<p><b>WEEK 8</b> October 10, 12, 14</p>	<p><b>M:</b> 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><b>W:</b> Class exercise: “You’ll know me. I’ll be the one who...” Review for exam.</p> <p><b>F: Exam 2</b></p>
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<p><b>WEEK 9</b> October 17, 19, 21</p>	<p><b>Fall Break!</b></p>
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<p><b>WEEK 10</b> October 24, 26, 28</p>	<p><b>Deviance</b></p> <p><b>M:</b> 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><b>W:</b> 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><b>Part III: Structural Inequalities</b></p> <p><b>F:</b> Lecture, “What’s Power Got Ta Do With It, Got Ta Do With It? Social Class, Gender, and Race Intersectionalities” <b>Get Paper 2 assignment.</b></p> <p><b>Last day to drop class with “W”</b></p>
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<p><b>WEEK 11</b> October 31, November 2, 4</p>	<p><b>M:</b> Lecture, “Let Them Eat Cake: Social Class Inequality in America.” Film clip, “Wealth Inequality in America” Reading: Armstrong and Hamilton, <i>Paying for the Party</i>, pp. xi-49 (book)</p> <p><b>W:</b> Film clip, “People Like Us.” Discuss film. Continue reading: Armstrong and Hamilton, <i>Paying for the Party</i>, pp. 50-73 (book)</p> <p><b>F: No class (RB out of town)</b> Continue reading: Armstrong and Hamilton, <i>Paying for the Party</i>, pp. 74-93 (book)</p>
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<p><b>WEEK 12</b> November 7, 9, 11</p>	<p><b>M:</b> Discuss Armstrong and Hamilton, Intro-Chapter 4. Armstrong and Hamilton, <i>Paying for the Party</i>, pp. 94-117 (book)</p> <p><b>W:</b> 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. 118-147 (book)</p> <p><b>F:</b> Film clip, “Guyland.” Discuss film. Continue reading: Armstrong and Hamilton, <i>Paying for the Party</i>, pp. 148-208 (book)</p>
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<p><b>WEEK 13</b> November 14, 16, 18</p>	<p><b>M:</b> Discuss Armstrong and Hamilton, Chapters 5-9. Finish book: Armstrong and Hamilton, <i>Paying for the Party</i>, pp. 209-278 (book)</p> <p><b>W:</b> Lecture, “Why Does the Topic of Racism Produce so Much Silence?” Discuss reading: Ralph, <i>Renegade Dreams</i>, pp. xvii-18 (book)</p> <p><b>F:</b> 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). <b>Paper 2 due at the beginning of class.</b></p>
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<p><b>WEEK 14</b> November 21, 23, 25</p>	<p><b>M:</b> Lecture, “On White Privilege.” Continue reading: Ralph, <i>Renegade Dreams</i>, pp. 53-83 (book)</p> <p><b>W:</b> No class (Thanksgiving break)</p> <p><b>F:</b> No class (Thanksgiving break)</p>
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<p><b>WEEK 15</b> November 28, 30, December 2</p>	<p><b>M:</b> Discuss Ralph, Part One Continue reading: Ralph, <i>Renegade Dreams</i>, pp. 84-114 (book)</p> <p><b>W:</b> Class exercise, “Imagine it is 1964 in Louisiana” Continue reading: Ralph, <i>Renegade Dreams</i>, pp. 117-139 (book)</p> <p><b>F:</b> Class exercise, “Implicit Association Test” <b>Bring your laptops to class.</b> Continue reading: Ralph, <i>Renegade Dreams</i>, pp. 140-164 (book)</p>
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<p><b>WEEK 16</b> December 5, 7, 9</p>	<p><b>M:</b> Discuss Ralph, Part Two Finish book: Ralph, <i>Renegade Dreams</i>, pp. 165-184 (book)</p> <p><b>Part IV: Envisioning Social Change</b></p> <p><b>W:</b> 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><b>F:</b> Catch-up. Review for exam. Reflect on the semester.</p>
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<p><b>Final Exam Week</b></p>	<p><b>Exam 3 (Friday, December 16, 2016 8:30-11:30 a.m.)</b></p>
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