

SOCI 110-02 Social Analysis
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Email: stambolm@dickinson.edu (Please list your name and the title of the course in the subject your email. Note: I will respond to email within 24 hours during the week and 48 hours on the weekend.)
Office Hours: Mondays 3pm-4pm; Wednesdays and Fridays 10:30am-11:30am; or by appointment.
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Course Statement

Sociology is a social science that studies the way human beings interact with one another. Its scope extends from the personal and individual to groups, organizations, nations, and beyond. How have societies developed over time? How do social groups distribute wealth, income and other resources to produce hierarchies or fight against them? How do people learn through socialization to “fit in” (or not) with those around them? Why do some people or categories of people seem to succeed professionally, academically, and romantically while others do not? How do we come to agree (or not) about the meaning of objects and ideas as simple as “time” or as complex as “family”? In this class, we will use readings, discussions, and films to investigate these and other questions that are central to sociological inquiry. Sociology also involves a specific way of thinking about the world. It pushes us to question “common sense” assumptions about basic social dynamics and to critically reconsider how our society works. This course thus also aims to help you develop a “sociological imagination” or an understanding that people’s lives are shaped by historically conditioned social forces.

Evaluation

Essay	20%
Reading Responses	20%
In-class exam 1	10%
In-class exam 2	10%
In-class exam 3	10%
Final Exam (take-home)	20%
Participation	10%

Attendance Policy

Class discussion and participation are important for this course. Attendance is therefore mandatory. You are allowed two unexcused absences for the term. For each additional class that you miss and are unable to participate in, your final grade will be reduced by 2.4%. Formal evidence of an illness or death in the family can be used to excuse an absence (e.g., emergency room notice).

Readings

Weekly readings will be posted to the course website. In addition, we will be from the following books, which can be purchased at the College Bookstore or online:

Khan, Shamus Rahman. 2010. *Privilege: The Making of an Adolescent Elite at St. Paul's School*. Princeton University Press.

Saguy, Abigail C. 2013. *What's Wrong with Fat?* New York: Oxford University Press.

Overview

Week 1: What is sociology?

Week 2: Introductory concepts

Week 3: Social construction

Week 4: Foundational concepts, classical theory 1

Week 5: Foundational concepts, classical theory 2 [**In-class Exam 1**]

Week 6: Class and status

Week 7: Privilege and social reproduction

Week 8: Spring Break

Week 9: Race and ethnicity

Week 10: Race and ethnicity (continued) [**In-class Exam 2**]

Week 11: Gender and sexuality

Week 12: Family

Week 13: Institutionalization [**Essay Due**]

Week 14: Case study of *What's Wrong with Fat?* [**In-class Exam 3**]

Week 15: Case study of *What's Wrong with Fat?* (continued) and critiques

Detailed Schedule

Week 1: What is sociology?

- Monday, Jan. 25
- Wednesday, Jan. 27
 - Henslin, James M. 2007. *Down to Earth Sociology*. Chapter 1. Peter Berger, "Invitation to sociology" and Chapter 2. James M. Henslin. "What is Sociology?"
- Friday, Jan. 29
 - Henslin, James M. 2007. *Down to Earth Sociology*. Chapter 3. C. Wright Mills, "The Promise"

Week 2: Introductory concepts

- Monday, Feb. 1
 - Henslin, James M. 2007. *Down to Earth Sociology*. Chapter 22 "The Survivors of the F-227."
- Wednesday, Feb. 3
 - Caplow, Theodore. 1984. "Rule Enforcement without Visible Means: Christmas Gift Giving in Middletown." *American journal of sociology* 89(6):1306–23.
- Friday, Feb. 5
 - Bring in an example of a newspaper about an issue that matters to you.

Week 3: Social construction

- Monday, Feb. 8
 - Roy, William G. 2001. *Making Societies: The Historical Construction of Our World*. Chapter 1: “Constructing Historical Reality”
- Wednesday, Feb. 10.
 - Roy, Chapter 2: “Time.”
- Friday Feb.12

Week 4: Foundations of sociology, classical theory 1

- Monday, Feb. 15
 - Adams, Bert N. and Rosalind Ann Sydie. 2001. *Sociological Theory*. Chapter 4: “Society as Sui Generis: Durkheim”
- Wednesday, Feb. 17
- Friday, Feb. 19
 - Adams, Bert N. and Rosalind Ann Sydie. 2001. *Sociological Theory*. Chapter 7: “Social Action and Social Complexity: Max Weber and Marianne Weber.”

Week 5: Foundations of sociology, classical theory 2 / [In-Class Exam 1]

Readings:

- Monday, Feb. 22
 - **In-class Exam 1**
- Wednesday, Feb. 24
 - Adams, Bert N. and Rosalind Ann Sydie. 2001. *Sociological Theory*. Chapter 5: “Radical Anti-capitalism: Marx and Engels.”
- Friday, Feb. 26

Week 6: Class and status

Readings:

- Monday, Feb. 29
 - Mantsios, Gregory. 2006. “Class in America” in *Race, Class, and Gender in the United States* edited by Rothenberg, Paula S. 2007.
 - Chen, Victor Tan. 2016. “All Hollowed Out.” *The Atlantic*, January 16.
 - In-class film: *Class in America* (2001)
- Wednesday, March 2
- Friday, March 4

Week 7: Privilege and social reproduction

- Monday, March 7
 - Bourdieu, Pierre. 2011. “The Forms of Capital (1986).” *Cultural theory: An anthology* 81–93.
 - Khan, Shamus Rahman. 2010. *Privilege: The Making of an Adolescent Elite at St. Paul’s School*. Introduction through Chapter 3.
 - Recommended reading: Khan Chapters 4 through Conclusion.
- Wednesday, March 9
- Friday, March 11

Week 8: Spring Break

Week 9: Race and ethnicity

Readings:

- Monday, March 21
 - Buck, Pem Davidson. 2001. “Constructing Race, Creating White Privilege” in *Race, Class, and Gender in the United States* edited by Rothenberg, Paula S. 2007.
 - McIntosh, Peggy. 1989. *White Privilege: Unpacking the Invisible Knapsack*
- Wednesday, March 23
 - Wright, Lawrence. 1994. “One Drop of Blood.” *The New Yorker*, July 25.
 - Waters, Mary C. 1996. “Optional Ethnicities: For Whites Only?” in *Origins and Destinies: Immigration, Race and Ethnicity in America*, edited by S. Pedraza and R. Rumbaut.
 - In-class film: *Race – The Power of an Illusion*. Episode 1: The Difference Between Us (2003)
- Friday, March 25
 - In-class film continued

Week 10: Race and ethnicity (continued) / [In-class Exam 2]

Readings:

- Monday, March 28
 - Crenshaw, Kimberle. 1991. “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color.” *Stanford Law Review* 43(6):1241–99.
- Wednesday, March 30
 - Eng, Karen. 2000. “The Yellow Fever Pages.” *Bitch*, 68–73.
 - Moore, Mignon R. 2010. “‘Black and Gay in L.A.’: The Relationships Black Lesbians and Gay Men Have with Their Racial and Religious Communities.” in *Black Los Angeles: American Dreams and Racial Realities*, edited by D. Hunt and A.-C. Ramon.
- Friday, April 1
 - **In-class Exam 2**

Week 11: Gender and sexuality

Readings:

- Monday, April 4
 - Lorber, Judith. 1994. *Paradoxes of Gender*. Chapter 1: “Knight to his Day.”
- Wednesday, April 6
 - Preves, Sharon E. 2003. *Intersex and Identity: The Contested Self*. Chapter 2: “Medical Sex Assignment.”
- Friday, April 8
 - D’Emilio, John. 1983. “Capitalism and Gay Identity.”

Week 12: Family

Readings:

- Monday, April 11
 - Arland Thornton and Linda Young-DeMarco. 2001. “Four Decades of Trends in Attitudes toward Family Issues in the United States: The 1960s through the 1990s.” *Journal of Marriage and Family* 63(4):1009–37.
- Tuesday, April 12: Mandatory Attendance at Clarke Forum Event – David Paternotte: *Gender Ideology*.
- Wednesday, April 13:
 - Moore, Mignon R. 2008. “Gendered Power Relations among Women: A Study of Household Decision Making in Black, Lesbian Stepfamilies.” *American Sociological Review* 73(2):335–56.
- Friday, April 15:
 - Parreñas, Rhacel Salazar. 2005. “The Gender Paradox in the Transnational Families of Filipino Migrant Women.” *Asian and Pacific Migration Journal* 14(3):243–67.

Week 13: Institutionalization / [Essay DUE]

Readings:

- Monday, April 18
 - **Essay Due at the beginning of class**
 - Wade, Lisa and Myra Marx Ferree. 2014. *Gender: Ideas, Interactions, Institutions*. Chapter 8: “Institutions”
- Wednesday, April 20
 - Massey, Douglas S. and Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Chapters 1 and 4
- Friday, April 22

Week 14: Case study of *What’s Wrong with Fat?* / [In-class Exam 3]

Readings:

- Monday, April 25
 - **In-class Exam 3**
 - Saguy, Abigail C. 2013. *What’s Wrong with Fat?* Chapter 1
- Wednesday, April 27
 - Saguy, Chapter 2 and 3
- Friday, April 29

Week 15: Case study of *What’s Wrong with Fat?* (continued)

Readings:

- Monday, May 2
 - Saguy, Chapter 4
- Wednesday, May 4
 - Saguy, Chapters 5 and 6
- Friday, May 5
 - Wrapping Up

Assignments and responsibilities

Expectations for Essay

As we will learn through reading Caplow, Mills, and Roy, one of the objectives of sociology is to question our assumptions about how and why people behave the way they do. This essay asks you to use your “sociological imagination” to reveal the underlying social aspects of an issue or phenomenon that people may take for granted or view as “normal” or “natural.” We will spend time in class and in office hours identifying an appropriate subject and the ways you can analyze it using class concepts. Your social phenomenon can be taken from your daily life, such as the division of gender in your campus dorm, or from current or historical events, such as a presidential election campaign. Drawing on course concepts, discuss how a sociologist might analyze the issue. Questions to consider are: What unspoken rules do people follow as they interact in the given setting? Does the issue have implications for issues we have covered in class, including status, hierarchy, race, class, or gender? How might you go about conducting further investigation of the issue if you were to do research into it and what questions would you ask?

Formatting: Your essay should be no more than 5 double-spaced pages, including references (Times New Roman 12 point font, 1” margins).

Academic honesty: Take all precautions to ensure that your writing is your own. We will discuss how to properly and clearly site your sources in class.

Expectations for Reading Responses

You will be responsible for writing a short critical analysis (250 words maximum per reading) of the weeks’ readings for three specific weeks that you will choose on the first day of class. I will distribute a sign-up sheet on the first week so that reading responses are distributed evenly throughout the semester. You will upload your reading responses to the course website before coming to class. In your response, you should summarize the main concepts of the reading and then state what you see as its insights (i.e. what it helps us learn about social phenomena) and its shortcomings. Your responses, and those of your peers, will help you revise for the in-class and final exams.

Expectations of In-class Exams and Final Exam

In-class exams (25 minutes) will be a combination of multiple choice and short answers about central concepts from class readings and discussions. Exam 1 will cover material from weeks 1-4; Exam 2 will cover material from weeks 5-9; and Exam 3 will cover material from weeks 10-13. The Final Exam will be cumulative and cover material from the full semester. The Final will be a take home exam following a similar format to the in-class exams and will administered via the course Moodle. You will have 2 hours to complete the exam once you begin and you ***must complete the exam by the 11 am on May 13***. We will have short review sessions during the class session before each exam as well as on the last day of the course.

Expectations for Participation

You are expected to come to class having done the readings and thought about the questions you might have about them. It is perfectly normal to have difficulty

understanding concepts. If we do not understand an author's ideas, it is often because he or she is unclear or uses opaque writing. I encourage you to come to class with your questions and ideas. At the same time, in order to ensure that you are prepared to participate, I will ask a question about the readings during one of our class sessions each week and expect a short written answer. These questions are not designed to trick you and will be obvious and easy to answer if you have done the reading.