Beau Weston C330 (x8789)

Centre College **Introduction to Sociology** (SOC 110)Fall 2015

Hours: MWF 9 – 11 (Hub), Thursday 9 – 11 (C330) Phone: 238-7580 (h)

### STARTING POINT

This is *my* take on society and sociology.

I offer these claims as a starting point for your critical reflection.

Human beings are essentially social.

Human society is essentially biosocial.

Human society is equally shaped by material conditions and cultural ideals.

Human beings act for reasons they find meaningful.

We come to embody ideal types of meaningfully acting social characters.

Sociology is primarily focused on modern society.

We perform our "selves" in face-to-face interactions using socially constructed tools.

The three main social factors shaping our selves are gender, race, and class.

The greatest of these is social class.

## TEXTS

Peter L. Callero, *The Myth of Individualism: How Social Forces Shape our Lives*

Emile Durkheim, *The Elementary Forms of the Religious Life*

Erving Goffman, *The Presentation of Self in Everyday Life*

Allan Johnson, *Power, Privilege, Difference, and Us* [Moodle]

Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack”

Dennis Gilbert, *The American Class Structure in an Age of Growing Inequality* 8th ed. (2010) [NOTE: Not in the bookstore, but orderable online; get the 8th edition; the 9th is too expensive]

Karl Marx and Friedrich Engels, "The Communist Manifesto" [online]

Max Weber, “Class, Status, Party” [M]

Elijah Anderson, *The Cosmopolitan Canopy*

Susan Pinker, *The Sexual Paradox*

Arthur Brooks, *Gross National Happiness*

## WORK

**Weekly Quizzes** [35% of final grade] **– How to Read for the Main Point**

For each class (with a few exceptions) a question on the reading will be loaded in Moodle. When you open the question you will have 20 minutes to answer it. Therefore, you need to do the reading and take notes *on* *the main point* before you see the question. These are open-book assignments, and you are welcome – indeed, encouraged – to discuss the class readings with others *before* you open the question. All the writing, though, must be your own thoughts; you may quote brief passages with citation. You may answer the question at any time as long as you complete your answer before 10 p.m. the night before the class in which we discuss that reading.

* You should answer at least one of these questions, *each week,* your choice, unless otherwise noted.
* You may skip one week (one quiz), your choice. Let me know that you skipped on purpose by answering a quiz with "I am skipping the quiz this week" (or something like that).  I will enter a placeholder grade of 13.  I will delete the 13 before I average all the quizzes at the end of the term.
* You may answer more than one quiz per week.
* I will drop the lowest quiz grade, and average the rest.

**Main Point Presentation** [5%] – **How to Talk for the Main Point**

One student per day will have five minutes to present the main point of that day’s reading, the author’s main supporting evidence, and one important comment of your own. I will make a schedule of when you are to present, with upper-class students going first. You may swap your place with someone else, but you are responsible for getting the main point presented well on your scheduled day. Arrange to meet with me at least a couple of days before your presentation to go over what you are going to say. You should come to that meeting with a draft main point written, and at least an outline of your lecture.

You should submit a document of 1-2 pages *by 10 p.m.* the night before class with all of this written out. Do not read this document to the class, though, but present it, and prepare to take questions. Include a clear, one-sentence statement of the main point, which I will project to the class when you speak.

**Webpage** [15%] – **How to Tech for the Main Point**

You will make a webpage, based on first-hand information, of the sense of solidarity created by a shared emotional experience within a face-to-face group – that is, of a “collective effervescence.” This may be done with one partner.

**American Class Structure Test** [10%] in class.

**“Crash” Canopy Paper**[5%] **How to Watch for the Main Point**

You will write a paper of about 5 pages on the main point of “Crash,” enhanced by and including reference to *The Cosmopolitan Canopy* and your discussion, after a shared viewing, with a different-ethnicity partner.

**Final Examination** [20%] – **How to Synthesize the Main Point**

The exam will be a comprehensive take-home essay of at least 2500 words.

**Participation** [10%] We have fascinating things to talk about. For the good of all, do it.

STANDARD CLASS FORMAT

I will take attendance at the scheduled starting time. Three lates count as a skip.

I will make announcements and answer administrative queries for five minutes.

A student will present the main point of the day’s reading in five minutes.

I will lecture for the next twenty minutes.

For the following six minutes you will engage in a small group activity, normally in trios.

For the remainder of the class we will follow up on the group activity.

This schedule may be modified as needed, but I will try to stick to it daily.

SCHEDULE

We Are Individuals Shaped By Our Culture

8/31 Sociology is the Science of Modern Society

9/2 Callero, *The Myth of Individualism*, Introduction and ch. 1 (35)

9/4 Callero, *The Myth of Individualism*, ch. 2 (25)

9/7 Callero, *The Myth of Individualism*, ch. 3 (25)

9/9 Callero, *The Myth of Individualism*, ch. 4 (20)

9/11 Webpage Instruction (C. Wentz) – Meet in the Library Computer Lab

9/14 Emile Durkheim, *Elementary Forms,* Bk. I, ch. 1; Bk. II chs. 1 & 7 (85)

9/16 Durkheim, *Elementary Forms,* Bk. III ch. 1, and ch. 2 sec. 5 (25)

9/18 Durkheim, *Elementary Forms*, Conclusion (30)

9/21 Erving Goffman, *Presentation of Self in Everyday Life,* Introduction (15)

9/23 Goffman, *Presentation of Self,* ch. 1 (60)

9/25 Goffman, *Presentation of Self,* chs. 6 & 7 (50)

*~~9/27~~ Collective Effervescence Webpage due* ***5 pm.*** *Email me the link; make sure I have permission to view the page.* ***Moved to Monday 9/28.***

We Live in Groups Shaped by Structures of Power

9/28 Allan Johnson, *Power, Privilege, Difference, and Us* [Moodle]

9/30 Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack” [M]

10/2 Gilbert, *American Class Structure*, chs. 1 & 2 (40pp)

10/5 Gilbert, 3 – 4 (65)

10/7 Gilbert, 5 (30)

10/9 Gilbert, 6 - 9 (75)

10/12 Gilbert, 10 & 11 (40)

10/14 TEST on American Class Structure

10/16 BREAK

Class and Status

*The Week of the Three Quizzes*

10/19 Karl Marx and Friedrich Engels, "The Communist Manifesto" [online]

**Required quiz** due Sunday by 10.

10/21 Max Weber, “Class, Status, Party” [M]

 **Required quiz** due Tuesday by 10.

*10/22* Have watched “Crash” by 10pm *Thursday*. There will be a showing in the library screening room at 7, if you haven’t seen it another way by then.

**Required** quiz on the film, due by midnight Thursday.

10/23 Discuss “Crash”

Race and Diversity

10/26 Elijah Anderson. *The Cosmopolitan Canopy*, Preface and ch. 1 (35)

10/28 Anderson. *The Cosmopolitan Canopy*, chs 2 & 3 (70)

10/30 Anderson. *The Cosmopolitan Canopy*, ch. 4 (50)

11/2 Anderson. *The Cosmopolitan Canopy*, chs. 5 & 6 (65)

11/4 Anderson. *The Cosmopolitan Canopy*, ch. 7 (35)

11/6 Anderson. *The Cosmopolitan Canopy*, chs. 8 & 9 (30)

7pm “Crash” Vahlkamp Theater – bring a different-ethnicity friend; discuss with same afterward. Write a 3 – 5pp paper on that discussion. Due 5pm Sunday.

Sex and Gender

11/9 Susan Pinker, *Sexual Paradox*, Introduction (20)

11/11 Pinker, *Sexual Paradox*, chs. 1 & 2 (40)

11/13 Pinker, *Sexual Paradox*, ch. 3 (30)

11/16 Pinker, *Sexual Paradox*, chs. 4 & 5 (60)

11/18 Pinker, *Sexual Paradox*, ch. 6 & 7 (40)

11/20 Pinker, *Sexual Paradox*, ch. 8 (35)

Sheryl Sandberg, “Why We Have So Few Women Leaders” TED Talk (20 min.)

<http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html> (watch in class)

We Live in a Society with Challenges, But Most People Are Happy

11/23 Brooks, *Gross National Happiness*, Introduction and ch.1 (40)

11/25 THANKSGIVING BREAK

11/27 BREAK

11/31 Brooks, chs. 2 & 3 (40)

12/2 Brooks, chs. 4 – 6 (70)

12/4 Brooks, chs. 7 & 8 (40)

12/9 Final Exam. Take-home exam due 10am *for both sections.*

Fun films will be shown; Wilma Brown’s cookies will be eaten.