Beau Weston Crounse 330 (x8789)

Centre College **Social Structure** MWF 10:30 – 12:30 (Hub)

Spring 2017 (SOC 120)

STARTING POINT

The stratified layers of power form the backbone of society. Race, gender, and, especially, class, shape the lives of individuals, families, communities, whole nations, and the world. The course studies how these social forces structure society and how leadership groups direct society as a whole through the social structure. While the social structure affects the micro, or face-to-face, level of society, this course will focus on macro, or society-wide, structures.

## TEXTS

Books – in the bookstore; one copy on reserve in the library:

Michael Barone, *Shaping Our Nation: How Surges of Migration Transformed America and Its Politics*, (2013)

Bill Bishop, *The Big Sort: Why the Clustering of Like-Minded America Is Tearing Us Apart* (2009)

Charles Murray, *Coming Apart: The State of White America, 1960 - 2010* (2013)

Joseph Stiglitz, *Price of Inequality* (2013)

Alison Wolf, *The XX Factor: How the Rise of Working Women Has Created a Far Less Equal World* (2013)

Eugene Robinson, *Disintegration: The Splintering of Black America* (2011)

Meizhu Lui, Bárbara Robles, Betsy Leondar-Wright, Rose Brewer, and Rebecca Adamson, *The Color of Wealth: The Real Story Behind the U.S. Racial Wealth Divide* (2006)

Articles and chapters – most available through Moodle (marked [M] in the syllabus):

Peggy McIntosh: “White Privilege and Male Privilege”

Austin Cline, “Christian Privileges in American Society” (distributed in class)

Earlham College, “Daily Effects of Straight Privilege” (in class)

Allan Johnson: “Privilege, Power, Difference, and Us”

Derek Thompson, “The Biggest Myth About the Gender Wage Gap”

Sheryl Sandberg, “Why We Have So Few Women Leaders” TED Talk

Katherine Hakim, “Competing Family Models, Competing Social Policies”

Katherine Hakim, Preference Theory (Princeton seminar summary)

Sylvia Ann Hewlett, “Executive Women & the Myth of Having It All”

Annette Lareau, "Invisible Inequality: Social Class and Childrearing in Black Families and White Families"

Alana Semuels, “How Poor Single Mothers Survive” (4)

Linda Tirado, “Why Poor People Stay Poor” (3)

Dennis Prager, “The Fallacy of White Privilege” (4)

Gina Crosley-Corcoran, “Explaining White Privilege to a Broke White Person” (4)

NOTE: Email will be the main way I will communicate with you outside of class, so please check it *daily*. All the documents that we give each other should be sent through Moodle unless otherwise noted.

## WORK

**Weekly Quizzes** [40% of final grade]

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.

#### Shaping Our Nation Test [10%] An in-class test on how migration created the basic groups and cultures of the American social structure; based on Barone.

**Privilege Paper** [10%] Consider your family narrative, from at least your grandparents to you, in terms of both privilege (unearned advantage) and work (earned outcomes). Compare your family to a hypothetical black family (if you are white), or a white family (if you are not white). Write at least 1500 words.

**Pechakucha Pair Presentations**

*First Presentation*: Inequality [5%]

*Second Presentation:* Race and Ethnicity [5%]

*Third Presentation:* Gender [5%]

Pechakucha (Japanese for “chatter”) is a format for making a succinct and informative Power Point presentation. You may find these instructional videos helpful, or ask the Center for Teaching and Learning.

<https://www.youtube.com/watch?v=9NZOt6BkhUg>

<https://www.youtube.com/watch?v=jJ2yepIaAtE>

<https://www.youtube.com/watch?v=32WEzM3LFhw>

Working with a partner, you will have six minutes and forty seconds to present 20 slides (20 seconds each) to convey the main point of a longform article, as you connect it with some aspect of our course reading.

*What is a longform article?* The most informed members of the educated classes keep up their lifelong learning through many sources, but the most important of these is the long-form, non-fiction article or essay. Found in the better magazines, and now also online, a steady diet of long-form articles gives the educated lay public a broader sense of the world, and the raw material to think with and talk about. They run roughly from 2,000 to 20,000 words, though there are no hard rules on length. Their point is to take an issue and explore it in some depth. They can be found in the better magazines (in hard copy and online) – *The Atlantic Monthly, Harpers, The New Yorker, The New York Times Magazine, Forbes, The New Republic, The National Review* and a few others. They now appear in some online-only sources, such as *Slate, The Daily Beast, alternet,* and *the Root.* There are also aggregators, which find good longform articles from many sources, and sometimes publish original pieces, such as *longreads, reddit r/longform,* and *longform.org.* The line between serious longform journalism and too-soft popular articles, such as *People* magazine or *Buzzfeed* lists, is fuzzy. When you think you have a good possible article to use, *clear it with me first*.

You will evaluate one another’s presentations, anonymously.

**Pechakucha Solo Presentation** [15%]

For the final, each student presents individually. This can be on race, class, gender, or the social structure more generally; it should treat the question of inequality in some way. It should draw together course material plus at least one additional longform article. The presentation will be evaluated by outside judges, who will also have a chance to ask a question or two.

What are the judges looking for (in the pair and solo presentations)? Clearly explain the point from our class reading that you are building on. Clearly explain the point made by the longform article, including something about author and source to give some sense of the article’s authority. Then, connect the two in order to support a clear conclusion.

**Participation** [10% of final grade]

SCHEDULE

2/1 Social Structure: Is Inequality Good, Bad, or Indifferent?

2/3 In class videos:

[*https://www.youtube.com/watch?v=QPKKQnijnsM*](https://www.youtube.com/watch?v=QPKKQnijnsM)

*Inequality in America (left) (7)*

[*https://www.youtube.com/watch?v=uWSxzjyMNpU*](https://www.youtube.com/watch?v=uWSxzjyMNpU)

*Global inequality (4)*

[*https://www.youtube.com/watch?v=1e35Vf-9n8E*](https://www.youtube.com/watch?v=1e35Vf-9n8E)

*Prager U for income inequality (5) (John Tamney)*

[*https://www.youtube.com/watch?v=xSMd4BuuXB8&index=25&list=PLIBtb\_NuIJ1w\_5qAEs5cSUJ5Bk0R8QLaY*](https://www.youtube.com/watch?v=xSMd4BuuXB8&index=25&list=PLIBtb_NuIJ1w_5qAEs5cSUJ5Bk0R8QLaY)

*The Promise of Free Enterprise (Arthur Brooks) (5)*

[*https://www.youtube.com/watch?v=t\_N7MAr98CI*](https://www.youtube.com/watch?v=t_N7MAr98CI)

*Is College Worth It? (Vlog Brothers) (4)*

The “quiz” on this class, unlike all the later quizzes, is due after the class. In a 20-minute essay, compare at least one of the liberal with at least one of the conservative videos, assessing their arguments. *Due* by 10pm Sunday, 2/5.

2/6 Barone, *Shaping Our Nation*, Preface and ch. 1 (50)

2/8 Barone, 2 (50)

2/10 Barone, 3 (50)

2/13 Barone, 4 & 5 (100)

2/15 Barone, 6 (50)

2/17 Test

2/20 Bishop, *Big Sort,* Introduction and chs. 1 & 2 (60)

2/22 Bishop, 5 & 6 (55)

2/24 Bishop, 7 & 9 (45)

2/27 Murray, *Coming Apart*, Introduction to Part One, and chs. 2 & 3 (65)

3/1 Murray, *Coming Apart*, Introduction to Part Two, and chs. 4, 7, & 8 (45)

3/3 Murray, *Coming Apart*, chs. 15 & 16 (25)

3/6 Stiglitz, *Price of Inequality,* chs. 1 & 2 (65)

3/8 Stiglitz, *Price of Inequality,* ch. 3 (40)

3/10 Stiglitz, *Price of Inequality,* ch. 8 (40)

3/13 Stiglitz, *Price of Inequality,* ch. 5 & 6 (85)

NOTE: Everyone takes the quiz on these chapters.

3/15 Annette Lareau, "Invisible Inequality: Social Class and Childrearing in Black Families and White Families" [M]

 - Bonus quiz (every grade gets +2 points)

Alana Semuels, “How Poor Single Mothers Survive” (4) [M]

Linda Tirado, “Why Poor People Stay Poor” (3) [M]

3/17 Pechakucha Pair Presentations on inequality. (NOTE: Some will present during our class time, and some volunteers will present during the 10:30 – 11:30 block)

SPRING BREAK

3/27 Peggy McIntosh: “White Privilege and Male Privilege” (15) [M]

Allan Johnson: “Privilege, Power, Difference, and Us” (10) [M]

Austin Cline, “Christian Privileges in American Society” [M]

Earlham College, “Daily Effects of Straight Privilege” [M]

3/29 Dennis Prager, “The Fallacy of White Privilege” (4) [M]

Gina Crosley-Corcoran, “Explaining White Privilege to a Broke White Person” (4) [M]

**8pm Privilege Exercise** (Alumni Gymnasium)

3/31 Discuss the Privilege Exercise

Privilege vs. Hard Work (in class exercise)

4/2 *Privilege Paper due 5pm through Moodle.*

4/3 Lui, et al., *Color of Wealth*, chs. 1 & 3 (85)

4/5 Lui, et al., *Color of Wealth*, ch. 4 (40)

4/7 Lui, et al., *Color of Wealth*, ch. 5 (50)

4/10 Robinson, *Disintegration*, chs. 3 & 4 (50)

4/12 Robinson, 5 & 6 (55)

4/14 Robinson, 7 & 8 (30)

4/17 Pechakucha Pair Presentations on race and ethnicity. (NOTE: Some will present during our class time, and some volunteers will present during the 10:30 – 11:30 block)

4/19 Hakim, “Competing Family Models, Competing Social Policies” (10) [M]

Hakim, Preference Theory (Princeton seminar summary) (5) [M]

4/21 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 as homework)

Derek Thompson, “The Biggest Myth About the Gender Wage Gap” (5) [M]

4/24 Wolf, *XX Factor* 1 & 3 (50)

4/26 Wolf, 4 - 6 (70)

4/28 Wolf, 8 & 10 (45)

5/1 Wolf, 11 & 12 (45)

5/3 Hewlett, “Executive Women & the Myth of Having It All” (10) [M]

Guest Speaker: Susan Weston []

5/5 A Better Balance, “The Need for Paid Sick Leave” <http://www.abetterbalance.org/web/ourissues/sickleave>

(Read the detailed chart, too.)

Guest Speaker (by Skype): Molly Weston Williamson

5/8 Pechakucha Pair Presentations on gender. (NOTE: Some will present during our class time, and some volunteers will present during the 10:30 – 11:30 block)

5/12 Pechakucha Solo Presentations (NOTE: Sessions begin at 8am. Outside judges; Public invited.)

Judges: Susan Weston, Jami Powell, Kiana Fields [c,c,c]