SOCIOLOGICAL ANALYSIS OF SOCIETY  
(Sociology 125)

Fall 2013  
Meets: MWF 10-10:50 AM  
Room: King 341

INSTRUCTOR: Prof. Clovis L. White  
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EMAIL: clovis.white@oberlin.edu  
OFFICE HRS: M, T and Th 3-4:30 PM or  
by appointment  
cwhite@oberlin.edu

COURSE DESCRIPTION:

Sociology is the study of human behavior as a function of our participation in groups or social collectivities. This is a survey course designed to introduce you to the sociological way of thinking about our social world. This course will review many of the concepts, theories and research findings related to the study of social life. In particular, a number of areas of sociological inquiry will be examined: (1) sociological perspectives and research; (2) notions of culture and social inequality; (3) social institutions such as the family and education; (4) socialization; (5) class, gender, race and ethnic inequalities; and (6) deviance and social control. Intermixed with these topics will be discussions or references to social change processes.

COURSE GOALS:

Goal 1: Developing a Sociological Imagination or Sociological Perspective: The course seeks to broaden your understanding of the dynamics associated with social behavior. In doing so, you will be challenged to develop a “sociological perspective” to explain and analyze social relations.

Goal 2: Developing Information Literacy: Important to developing the sociological imagination is to develop knowledge of the available resources important to the examination of social phenomenon. This will involve exploring library and technological resources critical to the exploration of sociological literature.

Goal 3: Developing Skills to Write and Evaluate Critically: In this course you will be challenged to develop techniques to think and write critically about social phenomenon.

Goal 4: Reviewing and Interpreting Sociological Literature: Just as you will engage in perspectives on societies and social behavior, you will be exposed to the research process by reviewing and interpreting sociological literature on a topic of your choosing.

Goal 5: Developing Community Awareness: To gain a greater appreciation and understanding of society and social behavior and its impact on social lives in the local community.
COURSE FORMAT AND REQUIREMENTS:

CLASS FORMAT/PRACTICES: At least once a week, class sessions will be devoted to lectures on topics for the given week. In general, we shall begin a new unit or topic area each week (e.g., socialization). You will benefit most from the lectures if you do the readings early in the week as they are assigned.

CLASS PARTICIPATION/GROUP DISCUSSIONS: As part of this requirement your attendance to class is necessary. Attendance will be taken every class. You are allowed two unexcused absences. More absences will lower your participation grade. Many times during the semester we will be discussing issues or topics related to the unit or readings under study. Students are expected to participate in the discussion to meet this requirement as well. On the given day of discussion, students will usually be divided up into several discussion groups often to contemplate several questions. Although the professor will determine specific points of discussion, some discussions will be based on some of the following:

- Readings assigned (e.g., on Blackboard or from Susan Ferguson’s book, *Mapping the Social Landscape*) or may include some social issue which has emerged recently in the public arena.
- A film/video/DVD viewed and related to the issues at hand.
- Discussion on each of the books *Shame of the Nation* and *Ain’t No Makin It*.

READING ASSIGNMENTS: Readings are assigned for each week from the books listed below and readings placed on Blackboard (BB). Assigned readings are listed in the lecture/topic section of the syllabus (see pp. 6-9). Each member of the class is expected to read the material and be prepared to discuss it in class.

List of required books to be used during the semester:

**EXAMS:** There will be TWO IN CLASS EXAMS. Each exam will consist of short answer questions and essay questions requiring the integration of materials covered in the readings, lectures, discussion and film/video/DVD presentations. These exams are NOT OPEN BOOK. Each exam is worth 25% of your final grade. Exam 2 is NOT CUMULATIVE and will be held during the exam period. The tentative exam dates are as follows:

- **FIRST EXAM:** Monday, October 14th
- **SECOND EXAM:** Thursday, December 19th, 2-4 pm  Location: TBA

**EXERCISES:** Each student will be responsible for completing FOUR EXERCISES during the semester. For the most part each of these exercises will involve the application of experiential activities and/or library research within the sociological realm. These exercises are importantly geared toward meeting some of the goals of the course. Students will be asked to write a 2-5 page paper as it relates to the specific exercise. All the exercises must be completed. This is 40% of your final grade. Below is a brief description of the exercises and their relationship to the goals of the course. Note that a more detailed description of the exercise will be made available later:

- **Exercise 1: Reflection exercise on sociological imagination:** In this exercise you will explore the concept of “sociological imagination”. Sociological imagination is a term coined by the sociologist C Wright Mills about the perspective we must have whenever we conduct research or observe our social world. This examination will be done in relationship to an article written by C. Wright Mills. This exercise is specifically related to Goal 1 (*Developing a Sociological Imagination or Sociological Perspective)*.

- **Exercise 2: Developing a research topic and an annotated bibliography.** Based on information gained through information literacy session, you will be asked to conduct library research, and construct an annotated bibliography as it relates to a sociological topic and question of your interest. Toward this end, you will be expected to narrow and describe the research topic and produce a critical review and interpretation of the available literature on the topic. From this exploration you will also be asked to formulate a “hypothesis” as it relates to the social phenomenon understudy. This activity is specifically geared toward addressing Goals 2 (*Developing Information Literacy*) and 3 (*Developing Skills to Write and Evaluate Critically*)
• **Exercise 3**: Constructing a literature review of sociological research.

This exercise is an extension of the work that you have done on the previous exercise on annotated bibliography. The purpose of this exercise is to create a literature review on the sociological topic of your choosing. Essentially, you will construct a paper based on (1) a research question of interest to you (e.g., what is the role of racial attitudes in intergroup conflict? Is there one cause associated with racial conflict or are there other important contributors?) and (2) where you will explore and review what the sociological literature has to say about this topic. This requires a review of the relevant past research on the topic (i.e., like displayed in your annotated bibliography but in essay format; e.g., there are those who say prejudice contributes significantly and those who argue that conflict is a mere consequence of competition for resources. Describe the evidence that does and/or does not support each of these positions). Further details will be given later. This exercise is directed toward meeting Goals 3 (*Developing Skills to Write and Evaluate Critically*) and 4 (*Reviewing and Interpreting Sociological Literature*).

• **Exercise 4**: Reflection on experience in own schools.

Here you will be asked to reflect a bit about your experience in school and the schools in your area and how this relates to experiences revealed in Jonathan Kozol’s work, *Shame of the Nation*. This activity contributes to goal 5 (*Developing Community Awareness*).

**GRADING**: Final grades will be assessed as follows:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2 Exams (2 @ 25%)</td>
<td>50%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Exercises (4 @ 10%)</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**HONOR CODE**: On all exams and exercises, you are expected to follow the guidelines as established by the Oberlin College Honor System. As such, you are required to follow the letter of that code and write and sign at the end of each academic exercise submitted for credit the following: “*I affirm that I have adhered to the Honor Code in this exam/assignment*”. The default of this statement is that you are required to do your own work without the help from others not explicitly authorized by me (You may, however, use campus resources, such as the library, composition instructors, or writing tutors).
REQUESTS

1. PLEASE TURN OFF ALL CELL PHONES WHILE IN CLASS.
2. PLEASE DO NOT EAT IN CLASS. It is very distracting (besides some of us may be hungry as well!). Drinking a beverage is fine.
3. PLEASE GET TO CLASS ON TIME. Your late entrance can be disruptive not only to me but also others in the class.
4. PLEASE AVOID USE OF LAPTOPS IN THE CLASSROOM

SPECIAL NEEDS/ASSISTANCE

If you require special accommodations in this class, please see me at your earliest convenience so that we can address these needs in a timely manner. You will need to present a letter from the office of Services for Students with Disabilities (Peters Hall G27) documenting the accommodations needed. Please contact Ms. Jane Boomer at x5588 or visit

http://oncampus.oberlin.edu/webapps/portal/frameset.jsp?tab_tab_group_id=null&url=/webapps/blackboard/execute/courseMain?course_id=_24550_1&.
TOPICS AND ASSIGNED READINGS
("BB" = indicates reading is on Blackboard)*

SOCIOLOGICAL PRINCIPLES

WEEK 1: SEPTEMBER 4, 6

INTRODUCTION: Sociology and the Sociological Imagination.

Readings:
1. David M. Newman, Sociology, Chapters 1 and 2
2. Sue Ferguson’s, Mapping the Social Landscape, Chapter 1 (“The Promise”)
3. James Henslin, “Sociology and the Social Sciences” (BB)
4. Donna Gaines, “Teenage Wasteland” (BB) or Chapter 2 in Sue Ferguson’s 6th ed.

WEEK 2: SEPTEMBER 9, 11, 13

THEORETICAL PERSPECTIVES & THE RESEARCH PROCESS

Readings:
1. David M. Newman, Sociology, Chapter 3, (“Building Reality”)
2. Sue Ferguson’s, Chapter 4 (“Theoretical Perspectives in Sociology) (7th ed or BB)

WEEK 3: SEPTEMBER 16, 18, 20

RESEARCH PROCESS & SOCIAL STRUCTURE

Readings:
1. Sue Ferguson, Chapter 7 (“Finding Out How the World Works) (7th ed or BB)
2. James Henslin, “How Sociologists Do Research” (BB)
3. Diana Scully and Joseph Marolla, “Riding the Bull at Gilley’s: Convicted Rapists Describe the Rewards of Rape” (BB)

EXERCISE 1 DUE FRIDAY, SEPTEMBER 20TH
WEEK 4:  SEPTEMBER 23, 25, 27  CULTURE

Readings:
2. Sue Ferguson, Chapter 10 (“Culture: A Sociological View”) in 7th ed or BB
3. “The Tattoo Subculture” on BB

WEEK 5:  SEPTEMBER 30, OCTOBER 2, 4  SOCIALIZATION

Readings:
2. Kingsley Davis, “Extreme Isolation” (BB)

**EXERCISE 2 DUE FRIDAY, OCTOBER 4TH**

WEEK 6:  OCTOBER 7, 9, 11  THE SELF

Readings:
1. Sue Ferguson, Chapter 11 (“Night to His Day: The Social Construction of Gender.”)

WEEK 7:  OCTOBER 14, 16, 18  MIDTERM EXAM / DEVIANCE & SOCIAL CONTROL

Readings
2. William J. Chambliss, “The Saints and the Roughnecks” (BB)

**MIDTERM IN-CLASS EXAM: MONDAY, OCTOBER 14TH**

WEEK 8:  OCTOBER 19-27  FALL BREAK
SOCIAL INEQUALITIES

WEEK 9: OCTOBER 28, 30 NOVEMBER 1 SOCIAL INEQUALITY, STRATIFICATION & SOCIAL CLASS

Readings:
1. D. Newman, Sociology, review chapter 9, read chapter 10 (“The Architecture of Inequality: Social Class and Inequality”) (also on BB)
2. Sue Ferguson, Chaps. 23 (“Some Principles of Stratification”)
3. Jay MacLeod, Ain’t No Makin It, (all)
4. Monica Bielski, “My Hidden Class-Consciousness” (BB)

WEEK 10: NOVEMBER 4, 6, 8 INEQUALITIES BY RACE AND ETHNICITY

Readings:
2. L. Steinhorn and Barbara Diggs-Brown, “The Integration Illusion” (BB)
3. Sue Ferguson, Chapter 31( “What is racial domination”)

WEEK 11: NOVEMBER 11, 13, 15 GENDER INEQUALITY

Readings:
1. D. Newman, Sociology, chapter 12 (“The Architecture of Inequality: Sex and Gender”) (also on BB)
2. Sue Ferguson, Chapters 27 (“Gender as Structure- a review of four theories that explain sex and gender”) and 29 (“Dude You’re A Fag: Adolescent Male Homophobia”)

EXERCISE 3 DUE FRIDAY, NOVEMBER 15TH
SOCIAL INSTITUTIONS

WEEK 12: NOVEMBER 18, 20, 22 INSTITUTIONS & THE FAMILY

Readings:
1. D. Newman, Sociology, Chapter 7 ("Building Social Relationship: Intimacy and Families") (also on BB)
2. Sue Ferguson, Chapters 53 ("The Deinstitutionalization of American Marriage") and 55 ("Invisible Inequality") in 7th and 6th Ed

WEEK 13: NOVEMBER 25, 27, 29 EDUCATION

Reading:
1. Jonathon Kozols’, Shame of the Nation (all)
2. Sue Ferguson, Chapters 50 (“A School in A Garden”) and 52 (“Bad Boys: Public Schools in the Making of Black Masculinity”) in 6th and 7th ed.

WEEK 14: DECEMBER 2, 4, 6 POWER, POLITICS & ECONOMY

Reading:
1. Diana Kendall, “Politics in a Global Perspective” and “the Economy in Global Perspective” (BB)
2. Sue Ferguson, Chaps. 35 (“The Power Elite”) and 43 (“The Time Bind”)

WEEK 15: DECEMBER 9, 11 WRAP-UP

1. Sue Ferguson, Chapter 58 (“Generation X, Y, and Z: Are they changing America?”

EXERCISE 4 DUE: MONDAY, DECEMBER 9TH

READING PERIOD: DECEMBER 13 (FRIDAY) - 16(MONDAY)

FINAL EXAMINATION
THURSDAY, DECEMBER 19th, from 2-4 PM 
Location: TBA