

SOCIOLOGY 105: DOING SOCIOLOGY

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Office Hours –Mondays 11:30-12:30 and Thursdays 10:00-11:00
or by appointment

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OPEN TO FIRST YEAR STUDENTS ONLY

Why do male and female students participate in class discussions differently? Did the students of color always sit together in your high school cafeteria? Why is Africa so poor? Sociology has answers to all of these questions and the goal of this course is to help you develop your sociological imagination. It is to learn to see sociology in the world around you and to give you tools and concepts to help you analyze what you see. Together, we will do a series of exercises. Each is designed to introduce students to a different sociological sub-field, to familiarize her with different analytical techniques, and to learn new theories and concepts. Normally, students will be asked to do reading and an exercise in preparation for each class. Class time will be organized around lectures, discussions, and in-class group work. Students will work individually, in pairs, and in small groups. There will also be four guest lectures during the semester, scheduled in the late afternoons. I expect students to attend at least two of these events. We will also receive mini-trainings on doing database research, writing, and public speaking.

Coming to class prepared and participating actively in class activities is an important part of the success of this experience. Your grade will be based on your participation (40%) and three short written assignments (20% each), based on our readings and work together, that will be distributed throughout the semester. I also ask that students visit me during office hours at least once before the middle of the semester.

The following books on reserve at Clapp Library, available for purchase at the bookstore, or available as an E-book:

MacLeod, Jay. *Ain't No Makin' It*. Westview Press
Brooks, David. *Bobos in Paradise*. Simon and Shuster
Lareau, Annette *Unequal Childhoods*. University of California Press
Bourgois, Philippe *In Search of Respect* Cambridge University Press
Kantor, Rosabeth. *Men and Women of the Corporation* Basic Books
Grasmuck, Sherri. *Protecting Home*. Rutgers University Press. Available as an E-book.
Rivoli, Pietra *The Travels of a T-Shirt in a Global Economy*. Wiley and Sons.

WEEK ONE – SEPTEMBER 11TH INTRODUCTION TO THE COURSE AND THE DISCIPLINE

Read and discuss a movie. What is sociological about what we have seen? How does sociology help us understand it?

WEEK TWO – SEPTEMBER 18TH THE SOCIOLOGICAL IMAGINATION

- A. Before Class** – Read the e-reserve excerpt from C. Wright Mills, *The Sociological Imagination*. Bring in an article from the newspaper that you think is about a sociological issue or debate.
- B. In-Class** – Lecture and discussion on what is sociology, its methods and some important concepts we will work with during the semester. Lecture by research librarian who will demonstrate how to use the library databases. Newspaper exercise based on the articles students bring in and those additional articles I will distribute.

WEEK THREE - SEPTEMBER 25TH THE SOCIOLOGICAL IMAGINATION- AN EXAMPLE

- A. Before Class** – Read David Brooks, *Bobos in Paradise*. – Introduction, Chapters 1, 2, and 5. Spend the afternoon in the town of Wellesley and observe what is bohemian and what is bourgeois about it. Do you agree with Brook's argument? Write a 3-5 page paper on why. Guidelines to be distributed.
- B. In Class** – discuss the book and the findings of your observations. Lecture by PLTC tutor on public speaking. Group Exercise – Analyze materials from old WC yearbooks and alumnae materials. What were the cultural expectations then? How do they compare to now? Discussion of before-class exercise for the following week.

*** SEPTEMBER 27TH SPECIAL GUEST LECTURE AND SCREENING OF THE MONEY DANCE WITH DIRECTOR JULIE MALLOZZI AT 4:30 PM.**

WEEK FOUR – OCTOBER 2 - YOM KIPPUR NO CLASS

*** SPECIAL GUEST LECTURE - OCTOBER 4TH**

SOCIOLOGY PROF. BANDANA PURKAYASTHA, UNIVERSITY OF CONNECTICUT 5:00

WEEK FIVE – OCTOBER 9TH FALL BREAK

WEEK SIX - OCTOBER 16TH CULTURAL REPRODUCTION

- A. Before class** – Read MacLeod's *Ain't No Makin' It* Chapters 1 – 7. Assignment to be distributed – Conduct interviews with juniors and seniors about the differences in dorm culture at WC or the differences in Wellesley culture

compared to other schools in the area. Which cultures are valued and which are marginalized? Read

- B. In-class** – Lecture on different types of culture. Discussion of before-class exercise results. Group exercise on the sanctioning of culture. Who gets to decide what is good and bad culture? What kind of culture should be taught in schools? Lecture by representative from the Writing Program. Discussion of before class exercise for the following week.

WEEK SEVEN – OCTOBER 23RD INSIDE CULTURE

- A. Before Class** – Read selection from David Halle’s *Inside Culture* (on e-reserve) Exercise on Analyzing Dorm culture – What can you tell about the culture of your dorm based on what residents hang on the walls? (to be distributed). Write a 3-5 page paper on an aspect of cultural production and reproduction (guidelines to be distributed).
- B. In-class** - Lecture on what is culture and how we study it. Discussion of reading. Group work on analyzing culture based on homework and materials I distribute. Lecture on public speaking by PLTC tutor. Discussion of pre-class assignment for October 16th

WEEK EIGHT – OCTOBER 30TH - THE SOCIOLOGY OF THE FAMILY, CLASS, AND POWER.

- A. Before Class** – Read Annette Laureau’s *Unequal Childhoods* Chapters 1-5. Watch two television shows – one on Public Broadcasting System and one on a commercial or cable network. Come prepared to discuss how they each educate children for a different class position.
- B. In class** – Lecture. Discussion of book. Group public policy exercise – Should there be mandatory public pre-school education to nip class differences in the bud? Preparations for in-class debate next week.

WEEK NINE – NOVEMBER 6TH – CULTURE VS. STRUCTURE

- A. Before Class** – Read Philippe Bourgeois’ *In Search of Respect* Chapters Intro, 2-5. Bring in statistics you find about variations in poverty by race and ethnicity. What do you think explains these differences?
- B. In Class** – Discussion of book. What is the culture that Bourgeois describes? In class debate on structure vs. culture.

WEEK TEN – NOVEMBER 13TH – GENDER

- A. Before Class** – Read Rosabeth Kantor’s *Men and Women of the Corporation* chapters 3-8.

B. In-Class – Lecture on basic concepts. Discussion of book. Analyze data packets to be distributed. Watch movie clips from two movies and compare. How much have things changed for women since this book was written in 1977?

WEEK ELEVEN – NOVEMBER 20TH GENDER AND MASCULINITY

A. Before Class – Read Sherri Grasmuck’s *Protecting Home*. Chapters 1-4

B. In-Class Group exercise – content analysis of personal ads by class. Discussion of article about Nigerian Beauty Contests and analysis of the presentation of gender in the media.

WEEK TWELVE – NOVEMBER 27TH - GLOBALIZATION

A. Before Class – Read *The Travels of a T-shirt in the Global Economy*. Parts I and II. Pre-exercise - Find out as much as you can about the production and distribution chains of one of your favorite articles of clothing or food.

B. In-Class – Discuss reading. Lecture on globalization. Viewing of film, *Miss India Georgia*. How does it compare to *The Monkey Dance*. Write a 3-5 page paper on your thoughts (guidelines to be distributed). You can also choose to write a 2 page response to the guest lectures you attend.

WEEK THIRTEEN – DECEMBER 4TH GLOBALIZATION

A. Before Class – Read *Romance on a Global Stage* Chapters 1-4 and 8.

B. In Class – Discuss readings. Exercise using Personal Ads from different newspapers to analyze class differences in gender presentation.

WEEK FOURTEEN – DECEMBER 11TH – RELIGION

A. Before Class – Prepare and carry-out an on-line survey among your dorm mates about religious beliefs. Read articles on religion on e-reserves.

B. In Class - Discussion of readings and survey findings. View *Inherit the Wind*. In class debate on religious instruction in schools.