

## **SOCIOLOGY 105: DOING SOCIOLOGY**

**Prof. Peggy Levitt**  
**Department of Sociology**  
**Pendleton East 333 ext. 2186**  
**plevitt@wellesley.edu**  
**Office Hours –Mondays and Thursdays 10-11**  
**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. The goal of this course is to help you develop your sociological imagination. It is to learn to see the world around you sociologically and to give you tools and concepts to help you analyze what you see. This course is organized around a series of hands-on, in class and before class exercises. Each is designed to introduce students to a different sub-field, to familiarize her with different analytical techniques, and to learn new theories and concepts. Students will work individually, in pairs, and in small groups. Our work will focus on debates and research on religion, globalization, and culture. We will also receive mini-trainings on doing research, writing, and public speaking.

Coming to class on time and prepared and participating actively in class discussions is an important part of the success of this experience. Your grade will be based on your participation (30%) and three short written assignments (20% each), and an individual oral presentation. All late papers will be graded down. Please do not submit your papers by e-mail. Please come to my office hours at least once before the middle of the semester

The following books are on reserve at Clapp Library or are available for purchase at the bookstore.

Mortimer Adler and Charles Van Doren. *How To Read A Book*. Simon and Schuster

David Brooks. *Bobos in Paradise*. Simon and Shuster

Pierrette Hondagneu-Sotelo. *Doméstica*. University of California Press

Peggy Levitt. *The Transnational Villagers*. University of California Press

Nicole Constable. *Romance on a Global Stage*. University of California Press

Peter Bearman. *Doormen*. University of Chicago Press.

Kathy Davis. *The Making of Our Bodies, Ourselves*. Duke University Press

Katherine Lutz and Jane Collins. *Reading National Geographic*. University of Chicago

Richard Peterson. *Creating Country Music*. University of Chicago.

### **WEEK ONE – SEPTEMBER 14<sup>TH</sup> INTRODUCTION TO THE COURSE AND THE DISCIPLINE**

Read and discuss a movie. What are some of the film's sociological themes? How does sociology help us to understand them?

### **WEEK TWO – SEPTEMBER 21<sup>ST</sup> THE SOCIOLOGICAL IMAGINATION**

- A. Before Class** – Read Part One, Part Two, Chapter 19, and Part Four of Adler and Van Doren's *How to Read a Book*. Bring in an article from the newspaper that you think is about a sociological issue or debate.
- B. In Class** – Class meets in the PC Classroom of the Knapp Reserve Center where we will have a session with Laura Reiner, Research Librarian about how to use the library databases. Then, we will return to class for a lecture and discussion about what sociology is, its methods, and some of the important concepts we will work with during the semester. Newspaper exercise based on the articles students bring in and additional articles I will distribute.

**NO CLASS – SEPTEMBER 28<sup>TH</sup> – YOM KIPPUR**

### **WEEK FOUR - OCTOBER 5<sup>TH</sup> THE SOCIOLOGICAL IMAGINATION- AN EXAMPLE**

- A. Before Class** – Read David Brooks' *Bobos in Paradise*. – Introduction and chapters 1, 2, and 5. Spend the afternoon in the town of Wellesley and observe what is bohemian and what is bourgeois about it. What is Brook's main argument? Do you agree? Why? Write a 3-5 page paper on your experiences and analysis. Guidelines to be distributed. **DUE ON OCT. 19<sup>TH</sup>**
- B. In Class** – In-class lecture on public speaking techniques by a PLTC tutor who will work with our class throughout the semester. Discuss the book and the findings of your observations. Group Exercise – Analyze materials from old WC yearbooks and alumnae materials. What were the cultural expectations then? How do they compare to what Brooks says they are now?

## **WEEK FIVE – OCTOBER 14<sup>TH</sup> (A WEDNESDAY) – INEQUALITY**

- A. Before class** – Read Pierrette Hondagneu-Sotelo’s *Doméstica*. On campus, in the town of Wellesley, or in Boston, find a place where you see class at work. Come prepared to discuss where you see the informal and formal aspects of paid work blending in the coffee shop, the store, or the dining hall.
- B. In class** – In class presentation by tutors from the writing program. Introduction to social stratification and inequality. Discussion of Sotelo’s book and before class exercise.

## **WEEK SIX - OCTOBER 19<sup>TH</sup> INEQUALITY CONTINUED**

- A. Before Class** – Read *Doormen*. Collect materials for in-class debate on the “job rationing (or everyone should be able to be a doctor if they have the ability versus societies need doctors and garbage collectors and the government should regulate who gets to do what). You will be assigned to groups beforehand so you can work together before coming to class.
- B. In Class – Discuss Book.** Continued discussion about inequality. Prepare for and conduct in-class debate.

## **WEEK SEVEN – OCTOBER 26<sup>TH</sup> GLOBALIZATION**

- A. Before Class** – Read *The Transnational Villagers*. In teams, visit an urban neighborhood or town with a large immigrant population (I will help you with suggestions) and prepare a socio-demographic profile using census data, newspaper articles, website materials, etc. What can you discover about who lives there and what their lives are like? What can you discover about how their lives compare to the transnational lifestyles that I describe?
- B. In class** - Lecture on globalization and immigration. Discussion of reading. Presentation of team reports. Write a 3-5 page paper based on your findings. Guidelines to be distributed. **DUE ON NOVEMBER 9<sup>TH</sup>**

## **WEEK EIGHT – NOVEMBER 2<sup>ND</sup> - GLOBALIZATION**

- A. Before Class** - – Read *Romance on a Global Stage*. In particular, come prepared to talk about how and why globalization might affect men and women differently. Bring in some kind of data to support your view.
- B. In Class** – Lecture on globalization and women. Discussion of book and question posed. In-class session with Prof. Kelly Rutherford on content analysis.

## **WEEK NINE – NOVEMBER 9<sup>TH</sup> – CULTURE**

- A. Before Class** – Read *Creating Country Music*. Come prepared to talk about another cultural form where authenticity is produced (i.e. indigenous or tribal art, folk music, ethnic food, etc.) How does it compare to Peterson’s discussion of country music?
- B. In Class** – Introduction to the sociology of culture. Discussion of book and presentation of students’ comparative cases. Who gets to decide what is authentic? Guest lecture by Sonali Jain, graduate student in sociology, about her dissertation work on return migrants to India.

### **WEEK TEN – NOVEMBER 16<sup>TH</sup> - CULTURE**

- A. Before Class** – Read *Blue Chicago*. How does Grazian’s argument compare with Peterson’s. What would a debate between them look like and which side would you be on?
- B. In Class** – Continued discussion of the sociology of culture. Discussion of book. Watch segment from the TV show “La Plaza.” What are some of the issues involved in creating “authentic” ethnic media? Visit to the Davis Museum and discussion of what constitutes “authentic art.” Third Assignment distributed on cultural representations and content analysis includes paper and oral presentation. **DUE DECEMBER 7<sup>TH</sup>**

### **WEEK ELEVEN – NOVEMBER 23<sup>RD</sup> – GLOBALIZATION**

- A. Before Class** – Read *Reading National Geographic*. Conduct a content analysis of a *National Geographic* and come prepared to discuss it in class.
- B. In-Class** – Introduction to the sociology of globalization. Discussion of book and before class analyses. Watch film clips of *South Pacific* for in-class analysis.

### **WEEK TWELVE – NOVEMBER 30<sup>TH</sup> GLOBALIZATION AND CULTURE**

- A. Before Class** – Read *The Making of Our Bodies, OurSelves*. Choose another cultural artifact that travels around the world (i.e. a magazine that is published in several different languages in different countries, a form of music, a musician who presents him or herself differently in different contexts). As best you can, trace its journey and transformation. Come prepared to discuss what you learned in class.
- B. In-Class - Lecture** on global cultural production and consumption. Discuss book and exercise. Policy exercise on global women’s rights.

### **WEEK THIRTEEN – DECEMBER 7<sup>TH</sup> CULTURE**

- A. Before Class** – Prepare class presentations based on Assignment 3.
- B. In Class** – Class lunch at 12:30. Student presentations of last assignment.

