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Spring 2001	Office Hours: M 3-5 pm; TTh 3:30-4:30 p.m & by appt.

Introduction to Sociology

Soc 101

EMORY UNIVERSITY



AIMS OF COURSE: This course introduces students to the methodologies and conceptual "tool kits" of sociology and the interpretive social sciences. We will give particular attention to problems of "rationalization" and inequality in modern, capitalist societies. How are relations of power and domination maintained, or altered, over time? What are the nature and function of gender, race and class relations in a modern, capitalist society? Like professional social scientists, students in this course will move back and forth between "theory" and "practice," carefully considering the assigned readings in light of empirical observations, and re-interpreting their observations in light of our analytic discussions and readings.

COURSE REQUIREMENTS: In addition to keeping up with the reading and fully participating in class discussion, four short papers (5 pages), and a final take home examination are required.

Regular **LearnLink** postings are required (at least one per week, preferably more) in response to the readings, to other students' postings, class discussion and students' day to day observations. From time to time, short **quizzes** (usually unannounced) on the readings will be given. **Papers** will be partly based on original student research on the surrounding Oxford-Covington community.

Grading is based on the following criteria:

Four short papers (50 points each)	200 points
Take home examination	75 points
LearnLink and quizzes	75 points
Class discussion:	50 points

Grading is based on a scale of 400 points for the entire course, with the following letter-grade cut-offs:

A=376	B+=348	C+=306	D=266
A-=362	B=334	C=294	F=below 266
	B-=320	C-=280	

Plus/minus grading is used in this course, and the Honor Code is always in force.

Attendance and Lateness Policy: Students are required to attend each class, on time. Missed quizzes will not be re-administered, regardless of circumstances (including illness or family emergencies). Students will not be directly penalized for the first three classes that they miss (although they will miss the chance to take a quiz that day, if one is administered). For each subsequent class missed (regardless of cause) 10 points will be deducted from the student's course total. Eight absences will be regarded as grounds for failing the course. One or more points will be deducted for each lateness or for leaving class prematurely.

Courses updates and revisions to the syllabus will be posted in the class LearnLink conference

The following **books** are available for purchase in the college bookstore:

- Beth Roy. *Bitters in the Honey : Tales of Hope and Disappointment Across Divides of Race and Time*
- James R. Grossman. *Land of Hope: Chicago, Black Southerners, and the Great Migration*
- Sudhir Alladi Venkatesh. *American Project: The Rise and Fall of a Modern Ghetto*
- Mary Pattillo-McCoy. *Black Picket Fences: Privilege and Peril Among the Black Middle Class*
- Max Weber. *The Protestant Ethic and the Spirit of Capitalism*
- Philippe Bourgois. *In Search of Respect : Selling Crack in El Barrio*

COURSE OUTLINE

I. Case Study: The Enduring Conundrums of Race and Class in America

Thursday, January 18. **Introduction** . The Sociological Imagination. Observation exercise on race and social memory.

Required: 4:00 p.m. in the College Chapel. Opening Program for the exhibition, "A Dream Deferred: African Americans at Emory and Oxford Colleges, 1836-1968".

Strongly recommended: Dr. King Worship Service. 7:00 p.m. Allen Memorial Church.

Please observe these events carefully and tour the exhibition in the library; try to talk to several members of the community about their reactions to the opening program and the exhibit

Friday, January 19 by 4:00 p.m. Learnlink: post your observations about the program in the Chapel (and if Allen Memorial if possible)

Tuesday, January 23. Beth Roy. *Bitters in the Honey : Tales of Hope and Disappointment Across Divides of Race and Time* pp.1-108

NOTE: During the first few weeks of the course, all students are expected to participate in research on local recollection of the Civil Rights movement and its aftermath. These interviews and observations will be the basis of learnlink postings and your first paper.

Thursday, January 25. *Bitters in the Honey* pp. 109-196

Friday, January 26. LearnLink posting: Report on at least one conversation about memories and legacies of the Civil Rights movement.

Tuesday, January 30. *Bitters in the Honey* pp.197-300

Thursday, February 1. *Bitters in the Honey* pp. 301-384

Friday, February 2. Learnlnk posting: Report on a different conversation about the movement, and respond to at least one fellow students' posting.

Paper 1 due. (Monday, Feb. 5) Write a five page essay on one of the following questions: Please incorporate interview material from at least two learnlink postings, about the legacies of the movement.

A. Evaluate Roy's explanation of the intensity of the conflict over desegregation in Little Rock, Arkansas. How does she account for the intense polarization of the community in 1957 and in the years that followed? How persuasive do you find her interpretation?

B. To what extent does Roy's account of the Civil Rights movement in Little Rock, Arkansas appear to have been echoed in Newton County, Georgia? How do you account for the similarities or differences?

II. The Great Migration and its Aftermaths-I: From the South to the Projects

NOTE: In parts II and III in the course, we give particular attention to African American historical experience in the city of Chicago. Please make use of the various reference materials about Chicago, on line and on reserve at the library, to help you as you do the reading and write your papers for this section of the course.

Tuesday, February 6. Begin discussion: James R. Grossman. Land of Hope: Chicago, Black Southerners, and the Great Migration pp. 1-65

Optional: Dr. Auslander's lecture on slavery in antebellum Newton County. Newton County Library, 7:30 p.m.

Thursday, February 8. Land of Hope, pp. 66-122

Friday, February 9. LearnLink: assess the relative weight of "push" and "pull" factors in the Great Migration. Were African Americans primarily driven out of the rural south (by poverty and

Tuesday, February 13. Land of Hope pp. 123-207

Thursday, February 15. Land of Hope pp. 208-268

Friday, February 16. Learnlink: What were the great challenges faced by African American immigrants in Chicago?

Tuesday, February 20. American Project: The Rise and Fall of a Modern Ghetto pp. 1-109

Thursday, February 22. American Project: The Rise and Fall of a Modern Ghetto pp. 110-190

Friday, February 23: Learnlink posting: Was the "fall" of the project described by Venkatesh inevitable, by virtue of the project's design; or might alternate outcomes have been possible?

Tuesday, February 27. American Project: The Rise and Fall of a Modern Ghetto pp. 191-288

Paper 2. (Due Thursday, March 1 at start of class.) In a 5 page essay, respond to one of the following questions. Your response should demonstrate careful engagement with Grossman and Venkatesh:

A. Why did "the land of hope," the phrase through which Grossman describes Chicago, fail to meet the aspirations of many of the initial African American migrants drawn to the city?

B. Propose an alternate "project plan" for a residential community in Chicago neighborhood explored by Venkatesh. Explain how your proposal might avoid many of the pitfalls noted by the author.

III. Race, Class, Gender: The Chicago African American Middle Class

Thursday, March 1. Paper 2 due. Begin discussion of: Mary Pattillo-McCoy. Black Picket Fences: Privilege and Peril Among the Black Middle Class pp. 1-43

Friday, March 2. Learnlink posting: How different does the African American Chicago neighborhood described by Pattillo-McCoy seem to be from that described by Venkatesh?

Tuesday, March 6. Black Picket Fences, pp. 44-116

Thursday, March 8. Black Picket Fences, pp. 117-146

To be scheduled: We will conduct life history interviews this week at a local African-American church.

Tuesday, March 13 and Thursday, March 15 - **No class** (Spring break)

NOTE: Dr. Auslander will be in Ecuador during Spring Break.

Tuesday, March 20. Due: Completed Life History write-up due at start of class. (These should be two or three pages, written in a narrative style with some evocative quotations if possible.) We will discuss these biographies in class, as well as Pattillo-McCoy pp.167-225

Thursday, March 22. Black Picket Fences. Wrap up discussion.

Monday, March 26. Paper 3 due. at 5:00 p.m., in Professor Auslander's office. In a five page essay: Discuss the life history interview(s) you conducted in light of the Pattillo-McCoy's account of the African American middle class.

Part IV. The Spirit of Capitalism

NOTE: In this section of the course, we contrast one of the most important works of classical sociology, Max Weber's "The Protestant Ethic and the Spirit of Capitalism" with a much more recent attempt to understand popular experience of capitalism in an inner city neighborhood. To what extent is Weber's analysis still relevant in understanding how capitalist culture operates in contemporary North America?

Tuesday, March 27. The Protestant Ethic and the Spirit of Capitalism. pp. 35-94. (nb. read pp. 47-78 very closely and always be sure to read Weber's footnotes.)

Thursday, March 29. The Protestant Ethic and the Spirit of Capitalism." pp. 95-154

Tuesday, April 3. "The Protestant Ethic and the Spirit of Capitalism." pp. 155-183

Thursday, April 5. Philippe Bourgois. In Search of Respect : Selling Crack in El Barrio pp. 1-76

Tuesday, April 10. In Search of Respect pp. 77-173

Thursday, April 12. In Search of Respect 174-258

Tuesday, April 17, . In Search of Respect pp. 259-317

Thursday, April 19, In Search of Respect pp. 318-338

Paper 4. Due Monday, April 23 at 5:00 p.m. Evaluate Bourgois' study in light of Weber, "The Protestant Ethic." To what extent have the crack dealers internalized the values that Weber identifies as key to the "spirit of capitalism"? What accounts for their failure to attain capitalist success in the classic sense?

Tuesday, April 24. Class field trip (tba)

Thursday, April 26. Final Day of Class.

Tuesday, May 1. Take home examination due at 12 noon. Dr. Auslander's office.