I. Announcements:

The Test?
60 Questions.
20 from midterm.
Same format as last time.

Bring Scantron (same one as before) pencils, eraser.
Review for Final Exam

I. Plan for the Review:

A. Main Ideas: The Sociological Imagination: (lxI)
B. The Self.
C. Gender.
D. Sex.
E. Class.
F. Deviance/Crime
G. Race.
H. The Sociological Imagination Again: What to do?
A. Main Idea:

50 years.

Linking together the duality of the individual & the institution as a way of understanding the social world.

Personal Troubles & Public Issues

Develops the Institutional Centered View & Ties it back to the self.
A. Main Idea:

1. I/I: Individual Centered Explanations.
   Institutional Centered Explanations.
   What are they?

A. Theories.
   Theories about why things happen in society.

B. Ideologies.
   Coupled to interests or systems.

C. Hypotheses.
   Links to explanatory accounts.
A. Main Idea:

2. I/I-Centered Explanations. How related?

A. There is a Duality between the individual and the institution. Neither can exist w/o the other.

B. But this is different than saying, both are true.

C. Because they are dual, their character is different. Prof. Friedland’s writings.

D. Before you get to duality, you need to understand I/I.
B. The Self.

1. The “Natural” Perspective: Facilitates Individual Centered Thinking.
   - We live in individual bodies
   - We live in an age that highlights the ‘self’
   - (e.g., More Natural for us, than for Zunis)

2. On the Historical Emergence of the Individual Centered approach?
   - The ‘self’ not always so prominent
   - When did become so? How did it happen?
B. The Self.

- not always so prominent...

- When did it become so? How did it happen?

- Marcel Mauss -->
- Clan, Rome,
- Christianity (pre & post-Calvin),
- Age of Enlightenment,
- Modern Democratic State.
B. The Self.


- The Self, what it is, how it works, key question.

- Internal Dialogue between the “I” and the “me”
B. The Self.

• “me” is the socialized aspect of self, what has been learned through interactions, the reflexive part of the self, thinks about “who I am?”, “how am I doing?”

• The “I” is the active, doing, creative aspect of the self.

• Another key insight — language is critical to the self. Without language you lose capacity for reflective self assessment. (What animals & infants lack).
B. The Self.


- His own (parallel) concepts (fore-person & behind person)

- Honors Section Project (John Frank, Caitlin O'Hara, Chrys Propster)
C. Gender. Compare & Contrast I&I Explanations.

1. Individual Centered Explanations: Look to the Bodies of Men & Women. Their essential differences.

   - Paul Broca, Craniometry (its the head that matters).
   - E. O. Wilson, its genetic reproduction strategies
   - Both cases, biology explains Gender differences, including status, behavior.
C. Gender.

2. Institutional Centered Explanations:

Margaret Mead (1901-1978): American Anthropologist

Look at how Gender Behavior varied across societies.
## C. Gender.

2. Institutional Centered Explanations:

Margaret Mead’s Field Work

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C. Gender.

2. Institutional Centered Explanations:

- Language as Primary Institution carries within norming expectations about men vs. women (Nancy Henley, M. Hamilton, Barrie Thorne)

- Children learn through the institutional construction of “play” to develop properly Gendered Selves (Barrie Thorne & Zella Luria)
C. Gender.

2. Institutional Centered Explanations:

• Sarah Fenstermaker

• “No Dumb Questions” film on uncle who is becoming a lesbian

• Raised Questions about contemporary institutions of sexuality (LGBT), and Gender

• No interview.
D. Sex: Compare & Contrast I&I Explanations.

1. Individual Centered Explanations:

- E.O. Wilson
- Genetic Strategy explains behavior

- Sigmund Freud:

  - Id (Biological Drives)
  - Superego (Reflects Societies Institutions)
  - Ego (Acts, tries to Balance)
  - More Duality than I-or-I
D. Sex: Compare & Contrast I&I Explanations.

2. Institutional Centered Explanations:

• Michel Foucault:

• The “Repressive Hypothesis”
  Victorian Age, sex was banished from view and non-normative sexuality was actively suppressed.

• Foucault: Actually all the attention to sex, turned it into the most important thing, but now it was a “secret” this really made it more present, but in a more regulated, more controlling way, more institutional than before.
D. Sex: Compare & Contrast I&I Explanations.

2. Institutional Centered Explanations:

- Michel Foucault:

- Conditions for “Truth” — What can be known, what can be said, what counts as knowable, what conditions the possibility of what is knowable.

- Truth/Power tightly coupled. Argues that what can be known or said has immense implications for conditions of people’s lives.
D. Sex: Compare & Contrast I&I Explanations.

2. Institutional Centered Explanations:

• Anthony Giddens:

• Argues that since then Sexuality has become a key part of the modern project of building and creating a self.

• “Plastic Sexuality” — Women like men are freed from biological destiny, sex becomes more of a practice that speaks to other qualities of the self. A resource, a feature, a capacity to be developed and enjoyed.
D. Sex: Compare & Contrast I&I Explanations.

2. Institutional Centered Explanations:

• Roger Friedland:

• Survey Research on youth sub-culture and the “hook-up” culture.

• Interested in what goes on, and how institutions create action in individuals.

• Focus on God, on Love, on how sex is constructed.
D. Sex: Compare & Contrast I&I Explanations.

2. Institutional Centered Explanations:

• Roger Friedland:

• (Interview: Chloe De Lancie, Carrie Morgan, Yardley Sands).

• What is an institution?
E. Class: Compare & Contrast I&I Explanations.

1. Individual Centered Explanations:

- Herbert Spencer “Social Drawinism” Poverty is nature's way of "excreting... unhealthy, imbecile, slow, vacillating, faithless members of society" in order to make room for the "fit."

- Wealth & poverty reflect genetic abilities.

- Evolutionary responsibility to insure the less capable don’t reproduce (poverty relief is a moral sin).
E. Class: Compare & Contrast I&I Explanations.

1. Individual Centered Explanations:

• Frederick Jackson Turner: The American Frontier was essential to molding the American character and creating strong, capable individuals, responsible for their own fate.

• Horatio Alger: Wrote stories about poor boys who manage to: “Pull themselves up by their own bootstraps”. Contributes to strong individual centered explanations for wealth. (People believe stories are the real).
1. Individual Centered Explanations:

- Gary Becker: Human Capital theory. People are rational individuals, smart ones invest in abilities, proper pay results.

- Richard Hernstein and Charles Murray: “The Bell Curve” explains success and failure as a function of IQ which they see as genetically determined.
E. Class: Compare & Contrast I&I Explanations.

2. Institutional Centered Explanations:

• Various Types of Inequality Systems (Institutions)

• Slavery, Caste, Feudal, Class

• Karl Marx: Theorist of “Class” Analysis.

• Class defined as “Relations to the Means of Production”

• History is a succession of class struggles, eventually, thanks to capitalism, classes will no longer be necessary.
E. Class: Compare & Contrast I&I Explanations.

2. Institutional Centered Explanations:

• Max Weber:
  • Instead of relations of production, argues for “status groups” as key to stratification. Focus on co-membership communities, shared identity, shared speech and dress and language.

• Pierre Bourdieu: “Cultural Capital” Familiarity with prestigious cultural goods, styles of speech, aesthetic taste, values and manners.

• Annette Lareau: Uses Bourdieu
E. Class: Compare & Contrast I&I Explanations.
2. Institutional Centered Explanations:

- Human Capital vs. Cultural Capital Theory?

- Very similar, except Becker focuses on individuals while Bourdieu focuses on status groups/class location.
E. Class: Compare & Contrast I&I Explanations.

2. Institutional Centered Explanations:

• Bill Freudenberg:

• Applied theories of stratification and institutional based explanations of the economy and politics as a way to show the duality of nature & humans

• Film by: Natalie (Nat) Shah & Samuel L. Yarbro

• What is an institution? How does Institutional vs. individual centered explanations apply to Katrina?
F. Deviance: Compare & Contrast I&I Explanations.

1. Individual Centered Explanations:

• Franz Gall: Phrenology (Brain shape revealed by Bumps on head) explains criminal behavior.

• Cesare Lombroso:

• Genetic (atavistic) explanations for crime.

• Hernstein and Murray: IQ explains crime.
F. Deviance: Compare & Contrast I&I Explanations.

2. Institutional Centered Explanations:

- Emile Durkheim:
  Crime is produced (necessarily) by society because it serves the function of marking boundaries and defining norms.

- Michel Foucault:
  From Discipline to Punishment, defines the new modern system of controlling deviance.
F. Deviance: Compare & Contrast I&I Explanations.

2. Dick Flacks:

- Students who revolt against the status quo.

- Why? How does that happen?

- What about contemporary students?

- Interview by Jordan Katz, Valerie Zamora, Eric Wolf
G. Race: Compare & Contrast I&I Explanations.

1. Lectures by Melvin Oliver and Clayton Childress:

2. Focus on Omi and Winant and the social construction of race.

3. And how historical conditions of institutions produce racial inequality.

4. Interview by Elliot Wainman, Aaron Voit, Ryan Turner:
H. The Sociological Imagination.

1. Institutions are hard to understand.

2. But they bend to our will, and we shape as we wish.

Who is shaping them? who is defining them? Are they using a sociological imagination to understand that its not just individuals in the world, but a duality between individuals and institutions?
“Review for Midterm Exam”

I. Plan for the Review:

F. Study Strategies.

What happens in lectures anchors the material.

1) Questions multiple choice & True/False

2) Memorize & Understand.

3) Practice with Others.
SOCIOLOGY DEPARTMENT
COURSE EVALUATION QUESTIONS

Please answer QUESTIONS A and B that are printed on the
scantron form.
In addition, answer the following four questions, on the
scantron:

1. How clearly does the instructor present the subject?
   a) exceedingly clear in presentation
   b) very clear in presentation
   c) clear
   d) not very clear
   e) not at all clear in presentation

2) Compared with other university courses you have
taken, how difficult was this course?
   a) much more difficult
   b) somewhat more difficult
   c) about average
   d) somewhat less difficult
Please answer QUESTIONS A and B that are printed on the scantron form.

In addition, answer the following four questions, on the scantron:

3) Taking both content and presentation into consideration, how would you rate your instructor’s all-around teaching effectiveness?
   a) outstanding
   b) good
   c) adequate
   d) poor
   e) very poor

4) Would you recommend this professor to your friends?
   a) yes, with almost no reservations
   b) yes, but I’d have a few reservations
   c) yes, but I’d warn them about a number of things
   d) no, I wouldn’t recommend this instructor