

Requirements: Sociology

Social Sciences Division

At the turn of the 20th century, W.E.B. DuBois and Emile Durkheim gathered around themselves talented researchers who were committed to bringing the scientific study of society to bear on a modern world rife with injustices new and old. In the same time period, Jane Addams, the namesake of a departmental award, showed the importance of using sociological knowledge to challenge the status quo, improve people's lives and advocate for peace and women's rights.

Contemporary sociology still draws inspiration from all its classical founders; Kenyon sociology does, too. We are a community of teacher-scholars and students who are enjoined in the collective tasks of rigorous inquiry, the accumulation of social-scientific knowledge, engagement with community, and the formation of citizen-scholars. We inherit the ambitions of sociology's founders, as well: From their vantage point in the early 20th century, they believed we needed a new human and ethical science to understand a world undergoing unprecedented and tumultuous change. We believe that is still true today: Sociology is the best vantage point from which to see the dynamic connections between the individual and the economy, politics, culture and history. Society is not a realm isolated; it is the fabric in which the market, the state, values and beliefs — and all of us — are embedded. Thus, we seek to make sociology a foundational part of the liberal arts curriculum at Kenyon so that all can make sense of a world undergoing constant change.

The Kenyon College faculty voted to change from Kenyon units to semester hours. This change will go into effect for all students who start at the College in the fall of 2024. Both systems will be used throughout the course catalog with the Kenyon units being listed first.

Beginning Studies

We invite students to begin their study of sociology in any of our 100-level courses. Each course takes a thematic approach to introduce students to the sociological imagination and our program's key concepts and learning goals. Students may enroll in only one, 100-level course in sociology for credit.

Additional information about [beginning studies in sociology](#) is available on the department website.

The Curriculum

Key Concepts and Learning Goals

1. The Sociological Imagination: Students will be able to articulate in writing and speaking how individual biographies intersect with social forces and historical moments.
2. The Tension between Structure and Agency: Students will be able to explain how human action is constrained and enabled by institutions and culture across contexts local, global and historical.
3. The Contributions of Sociology to Human Knowledge: Students will be able to demonstrate familiarity with the key concepts and research findings of multiple subfields in sociology, including politics, culture, economics, gender, and health.
4. The Importance of Sociological Theory: Students will be able to explain the development of sociological theory, its relevance and how theory informs sociological research.
5. The Design and Execution of Rigorous Sociological Research: Students will be able to demonstrate competency in at least one research methodology and conduct independent research.
6. The Obligations of Sociologists to Their Publics: Students will be able to explain the purpose, value and ethics of sociological theory and research to audiences beyond the classroom.

Tiering of Courses

Sociology courses are organized in four tiers, which reflect the specificity of the subject matter, the refinement of research and academic skills taught, and the expectations for student ownership of their and others' learning. The department's learning goals are reflected in each tier at different levels of intensity and specificity.

100 – Introductory Courses

100-level courses are general overviews of the discipline. Each 100-level course takes a thematic approach and students can expect all courses to convey the same basic components of sociological analysis: the sociological imagination, the tension between structure and agency, the ethics and expectations of social research, and how sociology is related to but different from other disciplines. Students begin to practice using sociological theory and concepts, and apply those ideas to understand their social world typically through papers, exams, observations and creative projects. 100-level courses typically seat 25 students. Students may take only one of the 100-level courses in sociology.

200 – Survey Courses

200-level courses are “Sociology of ...” courses. Each offers a survey of key subfields in sociology. These courses demonstrate how sociologists study topics like the environment, economy, health, gender, race, sexuality, culture, politics and the like. Students gain substantive knowledge of the empirical findings of these subfields and their debates over theory and methods. Students should also be able to compare and contrast the approaches of a sociological subfield to cognate disciplines in the social sciences, humanities and fine arts (e.g., economic sociology vs. economics). Students can expect exams, literature reviews, short research papers and public-facing projects to help them develop their knowledge of these subfields. Two major requirements – SOCY262 and SOCY271 – are within this tier, as they are surveys of sociological theory and methods, respectively. 200-level courses typically seat 20 students, with a 100-level course as a prerequisite.

300 – Advanced Practice Courses

300-level courses are “hands-on” courses. They focus on how sociologists develop new findings from substantively important research questions, and how they use specific conceptual and methodological tools to do so. These courses cover people, places and issues in a more focused way than at the 200 level. Students develop their sociological toolkits via various practicums: hands-on experience with advanced methods, guided development of case-study papers, concrete engagement with publics and stakeholders in the community, and close reading of theoretical texts, for example. Courses that satisfy the requirement for advanced theory and methods — SOCY 361, 362, 372, 373, 375 and 376 — are at this level. 300-level courses typically seat 15 students, with at least a 100-level course and sophomore standing as prerequisites. Some courses may require a specific 200-level course (e.g., SOCY 262 for SOCY 361).

400 – Intensive Seminar Courses

400-level courses are intensive discussion- and research-based courses. They are taught in a seminar format in which students are expected to lead open-ended discussions on challenging texts and take independent responsibility for their research projects. These courses are curated around specific theoretical and empirical topics, research questions, or themes from which students are expected to independently derive their own work. Culminating assignments often require independent research design and implementation resulting in a long term paper, scholarly presentation and/or public research report to stakeholders. The required senior seminar is a 400-level course precisely because it demands that senior majors engage in independent reading, writing, and contemplation as they prepare for, design, carry out, and present their in-progress capstone project. Typically, 400-level courses seat 12 students, and minimally require one 300-level course as a prerequisite or permission of instructor.

Requirements for the Major

The major in sociology requires a minimum of 10 courses:

1. One intro course (only one from SOCY 101-108).

2. Methods and theory. At least three courses — 262, 271 and at least one from the following: 361, 362, 372, 373, 375, 376. SOCY 271 can be substituted with LGLS 371.
3. SOCY 401: Senior Seminar in Sociology.
4. Additional electives. The remaining five SOCY courses must be at the 200 level or above.

With preapproval from their major advisor and the department chair, students who study away from Kenyon for a semester can transfer up to two courses from their program for major credit as additional electives at the 200 level or above. Students who do not study away may petition the department chair to transfer up to two courses at the 200 level or above from related departments and programs at Kenyon (e.g. social science departments, African diaspora studies, American studies, public policy, women and gender studies). More details about the [transfer credit policy](#) can be found below.

The Senior Sociology Experience

Senior Seminar

In fall of the senior year, majors are required to pass SOCY 490 (Senior Seminar in Sociology). This course brings senior majors together to reflect on the theory, methods and practices of sociology that they have learned in their courses; to examine the implications of their sociological knowledge and skills for life after graduation; and to prepare for the completion of their senior exercises the following semester. This includes the proposal for their paper project, due in September. At the conclusion of the course in December, students present their in-development research projects at a public senior research symposium. Pre- and corequisites: sociology major with senior standing and one 300-level sociology course or co-enrollment in a 300-level sociology course that semester.

The Senior Research Symposium in Sociology

The Senior Research Symposium in Sociology is held in December, the week prior to final exams. Students present their in-development Senior Capstone research to an audience of their

fellow seniors, faculty and other members of the Kenyon community, followed by a brief discussion with questions from the audience. Students are expected to incorporate useful comments and constructive criticism into their Senior Capstone papers.

The Senior Capstone

In mid-February of the senior year, majors are required to submit a Senior Capstone research paper to the sociology faculty. Senior Capstone papers should be between 4,500 and 5,000 words (approximately 20 pages), excluding references, tables or other figures.

Forms of the Senior Capstone

Students may choose between completing a theoretical or an empirical Senior Capstone.

Theoretical Senior Capstone

Theoretical Senior Capstones must expand upon or challenge a social theory or theorist whose work addresses sociological questions. Students opting for a theoretical approach to the capstone may focus on classical or contemporary social theory. Theoretical capstone papers may be framed in response to a close reading of texts, historical cases or a contemporary social issue or problem of particular interest to the student. The theoretical capstone must go beyond a paper written for a class. For example, it may offer new interpretations or implications of theory, reflect upon its relevance to social issues, or articulate its importance to contemporary sociology.

Empirical Senior Capstone

Empirical Senior Capstones must extend previous or ongoing research in the discipline using either original or secondary data to explore a question from a sociological perspective. In most circumstances, students can use data collected for previous courses or projects appropriately justified, and already existing data sets and content sources. If opting for the use of original data that involve human-subjects research, students need to secure Institutional Review Board approval in a timely manner. An empirical capstone must go beyond any prior analysis developed for a class, independent project or summer research fellowship. For example, it must

offer new interpretations of the data, establish new connections to theory or outline new applications to social problems.

Assessment of the Senior Capstone

Capstone papers are distributed to two faculty readers who assess them on the criteria below using a Likert scale (1-strongly disagree, 2-disagree, 3-neither agree nor disagree, 4-agree, 5-strongly agree). The student receives a letter from the department indicating whether the work has passed, failed or been granted distinction, along with qualitative summary comments from both readers.

Process and Development of Capstone

- Student definitely went beyond a paper, analysis, or presentation in a previous course
- Student definitely used feedback from faculty and peers from the symposium presentation

Theoretical Capstone Criteria

- Paper demonstrates thorough understanding of literature associated with the theory or theorists addressed
- Paper demonstrates solid close reading of theoretical texts
- Paper solidly identifies theoretical stakes of social problems, issues and/or cases
- Paper makes warranted, logical arguments to elaborate on the theory addressed
- Overall, paper clearly makes a case for its theoretical solution to the problems presented

Empirical Capstone Criteria

- Paper demonstrates thorough understanding of literature associated with the empirical phenomenon under investigation

- Paper clearly explains and justifies methods used
- Paper clearly explains process of data collection
- Paper effectively applies method proposed to data collected
- Overall, paper articulates the novel contribution of its analysis relative to the existing literature

Writing and Clarity

- Global organization: logical, coherent sequence of paragraphs, with clear analytical development and fluid transitions between sections
- Paragraph logic: Internal organization of sentences within paragraphs focuses reader toward main topic
- Sentence construction: Sentences effectively written to emphasize key ideas; varied and balanced in length.
- Word choice: Accurate and thoughtful words used to convey specific ideas
- ASA standards: Paper meets ASA standards for formatting and bibliography

Criteria for Distinction in the Senior Capstone

Distinction in the Senior Capstone includes receiving similar high scores on all of the above criteria from the reading faculty and these additional criteria:

1. An outstanding demonstration of the sociological imagination. The paper clearly indicates where structure, biography, and history intersect in the project so as to distinguish between private troubles and public issues.
2. An outstanding demonstration of subfield knowledge via thorough literature review, developed from elective courses. The paper clearly situates itself within one or more definitive bodies of literature and demonstrates a student's accumulation of knowledge from coursework in the program.

3. An outstanding demonstration of knowledge and technical skill developed from a 300-level theory or methods course. The paper applies these skills to derive warranted inferences and interpretations, with reflexive awareness of the possibilities and limitations of said techniques.
4. An outstanding extension of a completed, ongoing or related project as developed in a 300- or 400-level course, independent research like summer scholars or honors, work experience and/or study abroad. The paper can be said to be making a truly novel contribution and deepens a student's persistent work.
5. All of the above criteria are integrated in an outstanding way as to demonstrate a consistent throughline from the beginning of a student's path in the major through to the capstone. The paper clearly reflects a comprehensive synthesis of the student's time in the major.

Failing the Senior Capstone

Though rare, papers that fail the Senior Capstone share common low scores on all or several of the assessment criteria between both faculty readers, requiring a rewrite to improve accuracy, precision and clarity. Papers may also exhibit grave errors so as to require a rewrite or investigation. These grave errors include, but are not limited to:

- Fundamental errors in understanding of theory and/or methods so as to thoroughly undermine the paper
- Mischaracterizing the literature or subfield on which the research is based
- Misalignment between the research question, methods and data
- Unethical research practices including violating approved IRB protocols, and otherwise violating Belmont Report standards for respect for persons, beneficence and justice
- Violation of Kenyon standards for academic integrity, e.g. plagiarism, fabrication, unauthorized collaboration, etc.

In most cases, students whose capstone papers are judged to have failed are asked to rewrite their paper incorporating advice from the faculty. The rewrite is due within 10 days of when they are notified of the results and a new letter from the department will be sent to the student indicating whether the paper has passed or failed.

Academic Integrity

Please consult the College's [Academic Integrity Policy](#).

Honors

The Honors Program is designed to facilitate significant independent research by our department's finest students. Typically, the student proposes a topic for research in consultation with a member of the faculty who agrees to serve as the project advisor. The department then approves or rejects the honors research on the merit of the proposal itself as well as the student's past classroom performance, motivation to pursue excellence and demonstration of the organizational skills required for successful completion. In consultation with the project advisor, the student goes on to build an honors committee consisting of two members of the sociology faculty (including the advisor), one member from another department on campus and one member from another institution of higher education (chosen by the advisor). The student spends the senior year conducting the research and writing an honors thesis. The thesis is finally defended orally before the honors committee, the members of which determine whether to award no honors, Honors, High Honors or Highest Honors.

Students interested in reading for honors should meet with a faculty member no later than March of the junior year to discuss procedures and develop a proposal. Proposals are due by the end of the first week in April of the junior year. Students approved for participation in the Honors Program enroll in two semesters of "Senior Honors" (SOCY 497, 498) in their senior year.

Additional information about the [sociology honors program](#) is available on the department website.

The Honors Program in the Department of Sociology is designed to facilitate significant independent research by our department's finest students. Not every student is eligible to complete the Honors Program, and those selected among eligible students are expected to sustain rigorous engagement with their project throughout their senior year.

We hope that the following guidelines will help you in deciding whether or not to pursue honors in sociology at Kenyon. We have a growing list of honors theses on file in the departmental office. We are proud of them and encourage you to look through them. Many of the authors have moved on to graduate study in sociology and related fields, and we expect many of you will do so as well.

Eligibility Criteria

- Senior sociology major during the time of the honors project
- An overall College GPA of at least 3.2
- A major GPA of 3.5

The Honors Proposal

Proposals are due to the faculty in sociology by the end of the first week in April of the junior year.

In the spring of junior year, prospective honors students must reach out to a member of the faculty with whom they hope to work as their honors advisor. If the faculty member agrees, the department will review the proposal itself, along with the student's past classroom performance, motivation to pursue excellence, and demonstration of the organizational skills required for successful completion. Students interested in completing the honors program should meet with a faculty member **no later than March** of the junior year to discuss procedures and develop a proposal.

Students who are planning to study abroad during their junior year and who expect to pursue honors based on independent study conducted in that context are strongly encouraged to discuss their plans with a relevant member of the faculty prior to their departure.

Proposals should be a maximum of three single spaced pages, and include the following:

1. First and foremost, the proposal should clearly define the research question.
2. Second, it should describe the method of data collection, historical research, and/or theoretical examination. Ideally, an explicit theoretical orientation will guide your analysis.
3. Third, the proposal should include an initial bibliography demonstrating a literature adequate for dealing with the issue at hand.

Take the proposal as seriously as you will your honors research. Write it carefully and succinctly. Proofread it closely; don't rely only on a computer spell-check.

The Honors Committee

The integrity of the program depends upon informed support and criticism. Accordingly, we expect that you will propose a topic that at least one member of the faculty is capable of professionally evaluating. We reserve the right to decline approval of an honors topic that no faculty member feels competent to advise. We teach in a wide range of areas here, and individuals may be willing to "stretch" a little for exceptional candidates.

In consultation with the project advisor, the student goes on to build an honors committee consisting of two members of the sociology faculty (including the advisor), one member from another department on campus, and one member from another institution of higher education (chosen by the advisor, offered a small honorarium, and invited to campus for the defense).

It may be helpful for you to know that our faculty's areas of expertise are as follows:

- **Marci Cottingham:** Emotions; health and healthcare; gender; culture; social psychology; qualitative methods; contemporary theory
- **Austin Johnson:** Social institutions; lgbtq sociology; transgender studies; public and applied sociology; social movements; southeastern United States
- **Jennifer Johnson:** Social movements; border studies; globalization; qualitative methods; law and Latin America
- **Marla Kohlman:** Gender; race and ethnicity; stratification; family; sexuality; intersectional theory; law and justice
- **Chris Levesque:** Law and society; immigration; demography; mixed methods
- **George McCarthy:** Social theory; political economy; knowledge, science, ethics and social justice; social philosophy
- **Nick Theis:** Environmental sociology; rural sociology; sociology of science; research methods
- **Celso Villegas:** Culture, development, comparative and historical methods, social change, class formation, political regimes, Southeast Asia and Latin America

The Honors Project

Students approved for participation in the sociology Honors Program enroll in two semesters of "Senior Honors" (SOCY 497, 498) in their senior year. Students spend their senior year engaging with independent research and writing, while regularly meeting with their honors project advisor for feedback and guidance. While you receive course credit for your honors research, the work is typically of a much greater magnitude than other college classes. You would be well advised to look at the honors program as a "course overload" for your senior year. That said, if the work is more demanding, it can also be more rewarding in the end. Students who are unable to sustain rigorous engagement with their project throughout the Fall semester may be advised or may choose to forgo the honors program, and instead receive credit for an independent study, in place of SOCY 497, for their semester of work. Students who forgo honors will be expected to enroll in a traditional course during spring semester, in place of SOCY 498.

A successful honors thesis is the result of effective organization and sustained effort on the part of the student and the committee. Consequently, the department encourages you to meet with your project advisor during the first week of your senior year and establish a schedule of goals and accompanying deadlines for their attainment. Some of you will have original materials collected in the field or data available for secondary analysis; others will be relying solely on library research. Obviously, then, there is no way that the department can construct a single schedule appropriate to every honors student's work. But, in general, we suggest the following:

1. **Schedule regular monthly (or bi-weekly) meetings with your advisor.** The first meetings may well be of the "this is what I read," "this is the progress I'm making in the field," or "this is what is perplexing me" variety. You will find that simply meeting with your advisor and discussing your analysis will help you to unpack your ideas more easily. It can also keep you from becoming unknowingly derailed. Keep a thick skin in that regard. When a faculty member says "How in the world did you get that idea?" it is an opportunity for you to further refine your understanding before you ever put your fingers to the keyboard. In your initial meetings, you and your advisor should agree not only on what the deadlines will be, but also on what constitutes unacceptable work. Once you set your deadlines, meet them. Neither faculty nor students are well-served by a last minute submission of an unseen "completed" project. For that reason, some advisors have a stringent policy on missed deadlines (e.g., miss one deadline and you get a warning; miss two and you forfeit your honors).
2. **Whenever possible, your field and/or archival research or secondary analysis should be completed by the beginning of the spring semester.** That will leave you the remainder of the year to write up your results in a timely manner, with time for feedback and revision before your defense.
3. **Copies of the completed thesis must be submitted to each member of the committee.** In addition, you must present one copy each to the department and to the College library. The final draft of your thesis must conform to the format and style

guidelines established by the library (see "Guidelines for Preparation of the Library Copy of Honors Theses," available at the Olin Library).

4. **Plan to have the thesis completed a full three weeks before the scheduled date of the defense.** That will give all the members of the committee ample time to read the thesis as a whole and make helpful suggestions regarding your preparation for defense. *Defenses are typically scheduled for the middle of April.*

The Oral Defense of the Honors Project

Having completed the written work, you are required to discuss your ideas and approach in an oral defense of the thesis. The oral defense is attended by all the members of your committee, including the outside examiner. This session typically lasts approximately ninety minutes.

The defense begins with a brief statement (about ten minutes) from you about your honors work. Because everyone in attendance has read the thesis, there is no need to reiterate your argument at this point. Instead, students take this opportunity to make a personal statement about their motivations for the study and the significance honors work has had for their intellectual or personal growth, followed by a very brief abstract of the thesis.

The remainder of the defense is taken up with questions from the committee. You will be asked to defend particular points in the written work, justify the approach you took in the thesis as a whole, and consider implications of your work that extend beyond the thesis itself. At an appropriate point, the advisor will close the discussion. You will then be asked to leave the room briefly so that the committee can evaluate your thesis and defense and determine the outcome of your work. You will then be called back into the room to learn the results of the committee's deliberation.

The Evaluation of the Honors Project

Once the thesis is defended, the members of the honors committee convene to determine whether to award No Honors, Honors, High Honors or Highest Honors. In general, higher levels of honors are reserved for students who show particular sophistication and creativity in the

development of the thesis and demonstrate unusually high command of the issues and material in the oral defense.

The following questions will be considered in deciding on the level of honors:

- How original was the research question and how innovative was the argument?
- How effectively was the thesis organized?
- How well was the thesis written?
- How thorough was the research?
- How well did the student articulate orally the reasoning behind the project?
- How well did the student withstand and respond to criticism?

Transfer Credit Policy

The sociology department typically accepts transfer credits from other colleges and universities for courses that are commensurate with the course offerings at Kenyon. Students should provide the department with the syllabus of the courses they wish to transfer. Students are especially encouraged to take courses that are not regularly offered in our curriculum.

We do not permit students to transfer credits earned through online evaluation or two-week special courses offered during winter breaks.

We do permit majors to transfer two courses earned while abroad for a semester and four courses earned while away for a complete academic year. Students must make arrangements for these provisions with their advisor and the department chair.

Diversification of Courses

SOCIOLOGY COURSES: DEPARTMENTAL DIVERSIFICATION

I = Institutions & Change

C = Culture & Identity

T = Theory

M = Methods

Course Number	Course Name	Primary
SOCY 220	Social Problems	I
SOCY 221	Religion in Modern Society	C or I
SOCY 222	Economy and Society	I
SOCY 223	Wealth and Power	I
SOCY 224	Health and Illness	I
SOCY 225	Notions of Family	C or I
SOCY 226	Sociology of Law	I
SOCY 229	Social Movements	I
SOCY 231	Issues of Gender and Power	I
SOCY 232	Sexual Harassment	I

SOCY 233	Sociology of Food	I or C
SOCY 234	Community	I
SOCY 235	Transnational Social Movements	I
SOCY 237	Borders and Border Crossings	I
SOCY 238	Environmental Sociology	C
SOCY 240	Sociology of Crime and Deviance	C
SOCY 241	Sociology of Gender	C or I
SOCY 242	Science and Society	C
SOCY 243	Ethics and Social Justice	C or I
SOCY 244	Race, Ethnicity and American Law	C or I
SOCY 245	Cultural Sociology	C
SOCY 246	American Folk Music	C

SOCY 249	Knowledge of the Other	C
SOCY 250	Systems of Stratification	I
SOCY 251	Social Change, Dictatorship and Democracy	I
SOCY 255	Women, Crime and the Law	C or I
SOCY 262	Linking Classical Tradition to Comp. Theory	T
SOCY 271	Methods of Social Research	M
SOCY 361	Classical Theory	T
SOCY 362	Contemporary Theory	T
SOCY 372	Quantitative Methods	M
SOCY 373	Qualitative Methods	M
SOCY 374	ST: Comparative-Historical Models	M
SOCY 421	Gender Stratification	C or I

SOCY 422	Topics in Social Stratification	C or I
SOCY 424	Vigilantism and the Law	I
SOCY 425	Gender and the Welfare State	I
SOCY 426	Civil Society and Social Theory	T or I
SOCY 440	Blackface and the American Minstrel Show	C
SOCY 450	French Social Theory	T
SOCY 461	German Social Theory	T
SOCY 463	Intersectional Theory	C or T
SOCY 465	Sociology of Knowledge	C or T
SOCY 466	Politics of Identity Formation	C or I
SOCY 477-478	Fieldwork: Rural Life	M

Courses in Sociology

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Powers, Energies and Peoples

SOCY 101 CREDITS: 0.5/4

This course introduces students to the field of sociology through the study of energy and power in several of their conceptual forms: as social levers of oppression and inequities, as the physical capacity behind economic development and material accumulation, and as complicated and contested cultural symbols of tremendous consequence for the natural and social worlds. The course looks at human labor and energy as interwoven dimensions of Western society and uses theories of power as lenses for understanding four case studies: The production and consumption of sugar, the contemporary cotton apparel industry, mass incarceration in the United States, and Appalachian coal and global climate change. Students may take only one introductory-level course. This counts toward the foundation requirement for the major. Offered every year.

Social Dreamers: Marx, Nietzsche and Freud

SOCY 102 CREDITS: 0.5/4

This introductory course for first-year students traces the development of modern social theory from the 17th to the 20th century. It begins by examining the fundamental social institutions and values that characterize modern society and the Enlightenment in the works of Descartes, Locke, Dickens, Weber and J.S. Mill: rise of modern state, political democracy and utilitarianism; market economy, industrialization and economic liberalism; new class system and capitalism; modern personality (self) and individualism; and principles of natural science, technological reason and positivism. The course then turns to the dreams and imagination of Romanticism in the 19th and 20th centuries with its critique of modernity in the works of Marx (socialism), Freud (psychoanalysis), Camus and Schopenhauer (existentialism) and Nietzsche (nihilism). We outline the development of the

distinctive principles and institutions of modernity in the following works: Dickens' "Hard Times," Marx's "Economic and Philosophical Manuscripts of 1844," Weber's "The Protestant Ethic and the Spirit of Capitalism" and "Science as a Vocation," Locke's "Second Treatise of Government," Mill's "On Liberty," Descartes' "The Meditations Concerning First Philosophy," Freud's "Dora: An Analysis of a Case of Hysteria" and "Five Lectures on Psychoanalysis," Camus' "The Fall," Schopenhauer's "The World as Will and Representation," and Nietzsche's "Twilight of the Idols." Students may take only one introductory-level course. This course is open only to first-year students. This counts toward the foundation requirement for the major. No prerequisite. Offered every semester.

Society and Culture

SOCY 103 CREDITS: 0.5/4

This course introduces students to the discipline of sociology, defining what society and culture are and how they relate to individuals. We start with foundational concepts, theories and methods, using empirical applications throughout the course to bring the topic to life. With social life disrupted by COVID-19, the pandemic is a window into understanding societies and culture around the world. The society and culture in which we are raised is often the most difficult to analyze — we have internalized them so well, we forget having learned them. Students are encouraged to step outside of their own assumptions, values and taken-for-granted practices. Research from the U.S. and around the world can help us see what is strange about the society we inhabit and what is familiar about “other” cultures and societies. Finally, students learn about the various research methods used in sociology as well as how research findings are represented in news media. Students may take only one introductory-level course. This counts toward the foundation requirement for the major. No prerequisites.

Identity in American Society

SOCY 104 CREDITS: 0.5/4

This introductory course explores the collective foundations of individual identity within the American experience. In what sense is the self essentially social? How are changes in identity attributable to the organization of experience throughout life? What are the effects

of gender, race and social class on consciousness? How have changes in American industrial capitalism shaped the search for self-worth? In what ways have science and technology altered our relationship to nature? What challenges to identity are posed by emerging events in American history, including immigration and the African diaspora? How has the very advent of modernity precipitated our preoccupation with the question "Who am I?" Situated as we are in a farming community, we consider these questions of identity through an examination of local rural society. Students conduct group research projects to connect our ideas to everyday life. Students may take only one introductory-level course. This counts toward the foundation requirement for the major. Open only to first-year and sophomore students. No prerequisite.

Society in Comparative Perspective

SOCY 105 CREDITS: 0.5/4

From our vantage point in the 21st century, we perceive that the nature and fate of American society are increasingly connected to the nature and fate of society in other parts of the world. But what is "society," and how does it change over time? How, exactly, does society shape the human experience and human behavior in the United States and elsewhere? And how can we understand the ties that bind society "here" to society "there"? Sociology crystallized in the 19th century to address big questions like these in light of the profound uncertainty and human suffering that accompanied the rise of industrial capitalism, rapid urbanization and the consolidation of the centralized bureaucratic state. This course introduces students to the discipline by revisiting the work of early sociologists and then using the analytical lenses they developed to examine concrete cases of social change and globalization. Students may take only one introductory-level course. This counts toward the foundation requirement for the major. No prerequisites. Offered every year.

Social Issues and Cultural Intersections

SOCY 106 CREDITS: 0.5/4

The objective of this course is to critically examine social problems in the United States by using sociological perspectives to investigate the cultural and structural foundations of our

society. Toward that end, students learn sociological and criminological perspectives that provide a basic understanding of the principles of social-problems research from a sociological perspective. Among the topics to be covered are education, crime, the family and work, using examples from the Age of Enlightenment up to the present day. The most fundamental expectation of students in this course to use their sociological imaginations in every class period to engage in focused discussion of the readings and assignments completed outside of class. This is expected to aid students in the goal of mastering necessary skills of critical thinking and discussion, both verbally and in their writing about contemporary topics of interest and concern. Students may take only one introductory-level course. This counts toward the foundation requirement for the major. No prerequisite.

Institutions and Inequalities

SOCY 107 CREDITS: 0.5/4

This course introduces students to the field of sociology through the study of social inequalities as they are created, maintained and challenged within the institutions of our everyday lives. This course covers major themes in sociology by exploring how society operates within and through social institutions; how those institutions create and maintain social norms that disenfranchise some while privileging others; and how individuals challenge those norms to enact change in their everyday lives, local communities and society at large. This course analyzes social structures and their impact on the experiences of individuals. We look at the ways in which social structures construct and constrain reality for individuals and how society and social institutions shape individual values, attitudes and behaviors. The course examines sociological concepts through an analysis of culture, social inequality, social institutions, social movements and social change. By the end of the course, students should understand common sociological concepts and perspectives and be able to consider aspects of the social world through the sociological lens. Students may take only one introductory-level course. This counts toward the foundation requirement for the major. No prerequisites. Offered every year.

Public Life

SOCY 108 CREDITS: 0.5/4

What forces enable or constrain our successes (and failures) in life? Should what goes on in our intimate relationships be up for public debate? If presented with evidence of a serious social problem, how should we act? The answers to these questions are demonstrably sociological; they require a rigorous and disciplined way to discern private troubles from public issues. This course explores the sometimes obvious and oftentimes hidden nature of our public lives: how we learn to interact and to understand each other, how we navigate life through and with institutions, and how our very essence as human beings is affected by historical and global forces. Through close reading and class discussion, this course introduces the basics of modern sociology and the discipline's general contributions to our collective knowledge of the human condition. Students may take only one introductory-level course. This counts toward the foundation requirement for the major. No prerequisite.

Global Religions in Modern Society

SOCY 221 CREDITS: 0.5/4

Is religion still important in modern society? Consider the following snapshots of active religious life in our contemporary world: a Zen Buddhist center in San Francisco, a Theravada Buddhist temple in Philadelphia, a Catholic church in northern China, a Confucian temple in Korea and a Tibetan Buddhist monastery in India. In this course, we approach these fascinating developments of global religions from sociological perspectives and learn how to understand religions in the context of culture, politics, identity formation and globalization. We begin with an introduction to classical theorists such as Durkheim and Weber, and move on to contemporary sociology of religion classics such as Robert Bellah's "Beyond Belief." Using these theoretical tools, we proceed to discussions of specific cases, such as orthodox Judaism in America, immigration and religion, the formation of a Jewish-Buddhist identity, and Islam in contemporary France. Prerequisite: 100-level sociology course. Offered every other year.

Economic Sociology

SOCY 222 CREDITS: 0.5/4

What is the relationship between society and value, production, consumption and exchange? How might a sociological approach to the market reveal insights into its

functions, successes and failures? This course probes those questions by bringing to bear a sociological lens onto economic behavior. We explore the sociological foundations of the value of people and commodities, the logic of social networks and social capital, and the institutional architecture of markets. To do so, we draw from sociological theory and methods. Along the way, we investigate why some communities have seen economic success and others failure, the meaning of consumption for social class and the causes of the 2008 banking crisis. Prerequisite: 100-level sociology course.

Wealth and Power

SOCY 223 CREDITS: 0.5/4

People in the United States are keenly aware of social differences, yet few have a very precise understanding of "social class," the magnitude of social inequality in U.S. society, or why social inequality exists at all. This course provides a semester-long examination of social stratification — a society's unequal ranking of categories of people in historical, comparative, theoretical and critical terms. The historical focus traces the development of social inequality since the emergence of the first human societies some 10,000 years ago; the Industrial Revolution; and, more recently, the Information Revolution. The comparative focus explores how and why societies differ in their degree of inequality, identifies various dimensions of inequality, and assesses various justifications for inequality. Attention is also given to the extent of social differences between high- and low-income nations in the world today. The theoretical focus asks how and why social inequality comes to exist in the first place (and why social equality does not exist). This course offers a true diversity of political approaches, presenting arguments made by conservatives, liberals, libertarians and radicals about the degree of inequality in the United States and in the world. Prerequisite: 100-level sociology course.

Sociology of Health and Illness

SOCY 224 CREDITS: 0.5/4

The COVID-19 pandemic has illustrated what health scholars have long argued — that the health of one is inherently interconnected with the health of others, including those in one's neighborhood, country and global community. Despite this unprecedented moment,

fundamental questions remain about what it means to be healthy, who decides and how we measure health. What is health and its relationship to the good life? Why is everyone from Dr. Oz to Gwyneth Paltrow seemingly obsessed with the promise of good health? How do social structures impact health, leading to hidden advantages for some and suffering for others? And perhaps most salient to this moment — how do people respond to public-health threats and how might we create better policies in light of these responses? We start with basic questions about the relevance, definition and measurement of health before turning to more specific questions about what shapes health, how health varies across groups and how professionals and interventions try to improve physical, emotional and mental well-being. Throughout the course, we turn to empirical research — both quantitative and qualitative — to understand how social forces shape health and what can be done to improve it. Prerequisite: 100-level sociology course.

Notions of Family

SOCY 225 CREDITS: 0.5/4

We all come from families, and the family is a familiar social institution. But family is constituted not just by our individual experiences but also as a product of historical, social and political conditions. This course examines how these conditions have shaped family life as we know it today. We look at the social construction of the family, the psychosocial interiors of families and how governmental policy has shaped and will continue to shape families. In addition, we discuss the increasing diversity of family structures, the institution of marriage, and the social construction of childhood and parenting as represented in empirical research and legal decisions. Our underlying framework for analysis is the gendered nature of family systems. Prerequisite: 100-level sociology course. Offered every two years.

Sociology of Law

SOCY 226 CREDITS: 0.5/4

This course examines the social conditions that give rise to law, how changing social conditions affect law and how law affects the society we live in. In the first few weeks, we focus on how classical social theorists, the so-called founders of sociology, viewed the law

and its relationship to the rapid social change unfolding before their eyes in the late 19th and early 20th centuries. In the following weeks, we explore how social actors such as the environmental, civil rights and free speech movements attempt to use the law, litigation and legal institutions as instruments of social change. Turning this question around, we then look at how legal processes, actors and institutions — criminal trials, lawyers and the courts, to name a few — interact with the media to shape public opinion, protest and collective action. We explore the diverse ways individuals experience and interpret the law, and why this matters for understanding how law operates in the real world. In the final weeks of the semester, we probe how broader cultural shifts in American society are radically redefining the role and scope of our legal system. Prerequisite: 100-level sociology course. Offered every other year.

Gender, Power, and Policy

SOCY 231 CREDITS: 0.5/4

The primary objective of this course is to explore the socio-legal construction of gender in U.S. society as we interrogate the power of underlying contemporary debates predicated upon gender. The focus of discussion is specifically on legal issues that seem to be particularly affected by our societal understanding of the feminine and the masculine as currently constructed, for example, sexual orientation, rape and domestic violence.

Prerequisite: 100-level sociology course or LGLS 110. Offered every two years, in rotation with SOCY 232.

Sexual Harassment: Normative Expectations and Legal Questions

SOCY 232 CREDITS: 0.5/4

This course provides the opportunity for students to become conversant with the wide range of experiences that may appropriately be called sexual harassment. The course is guided by the principle that sexual harassment is not, as many seem to think, simply a byproduct of sexual desire or misguided attraction. Sexual harassment is about gaining or retaining power in institutional settings. We explore this concept both as legal construction, calling for specific determinants, and as a normative concept that arises in casual

conversation and lived experience. Prerequisite: 100-level sociology course or LGLS 110. Offered every two years.

Sociology of Food

SOCY 233 CREDITS: 0.5/4

This course explores the social world(s) we live in by analyzing what we eat, where it comes from, who produces it and who prepares it and how. First, we examine the patterned culinary choices of Americans; how American foodways are differentiated by gender, race/ethnicity and class; and how political, social and historical forces have shaped these patterns in ways that are not necessarily obvious to the sociologically untrained eye. We then shift our focus away from ourselves and our own sociologically conditioned eating habits to analyze the local, regional and global processes and factors that bring food to our table. A major theme is the greater social and spatial distances our food travels from field, farm or factory to consumers in the United States and in other parts of the Western Hemisphere, and how these distances complicate and sometimes obscure the unequal power relations at the root of food production and consumption. Our exploration of the global ties that bind consumer and producer ends with a look at how social activists around the world have organized collectively to reduce these distances and inequalities.

Prerequisite: 100-level sociology course. Offered every two years.

Sociology of Rural America

SOCY 234 CREDITS: 0.5/4

Despite sociology's early focus on rural settings, more recent efforts turn toward macro-level social processes that often seem to leave rural spaces behind, namely modernization, industrialization, and urbanization. Against this backdrop, defining and unpacking what "the rural" means can be difficult and multifaceted. In this course, we explore what "the rural" is in the context of the United States. We pay particular attention to how spatial development shapes rural demography, identities, and politics, and how rural communities face unique institutional challenges, especially in education and healthcare. We also examine how individuals with diverse and intersecting social identities experience and navigate these institutions. Finally, we consider how the natural environment influences

rural identities and the environmental issues that rural communities confront. Prerequisite: 100-level sociology course. Offered every other year.

Transnational Social Movements

SOCY 235 CREDITS: 0.5/4

Especially since the civil rights, student and antiwar movements of the 1950s and 1960s in the United States, sociologists have studied how individuals mobilize collectively and self-consciously to promote social change at a national level. Building on this tradition, this mid-level course examines a recent wave of protest movements that self-consciously organize across national borders. Under what circumstances and with what chances of success do national movements form alliances that cross borders? Is it true that globalization has generated new resources and strategic opportunities for the rise of transnational movements? In an age of accelerated globalization, do national borders still contain movements in any significant way? We address these questions and others using case studies of contemporary environmental, anti-sweatshop, indigenous rights and religious movements. Prerequisite: 100-level sociology course. Offered every other year.

Popular Culture: Window on Inequality

SOCY 236 CREDITS: 0.5/4

In contemporary American society, we are surrounded by imagery that reflects and reinforces hierarchical divisions between us. This course applies sociological theories of class in examining artifacts of popular culture that emphasize these social divisions. Drawing from popular television and film, the course pursues an academic understanding of how social class is portrayed in and projected upon society, and contemplates explanations and repercussions of those processes. The course establishes basic contemporary understandings of social class and popular culture before looking in greater depth at intersections of race, gender and stereotypes built around place and occupation. Prerequisite: 100-level sociology course or permission of instructor.

Borders and Border Crossings

SOCY 237 CREDITS: 0.5-0.63/4-5

Popular conceptions of globalization often allude to the growing magnitude of global flows and the stunning rapidity with which capital, commodities, culture, information and people now cross national borders. From this characterization, one might conclude that national borders and indeed nation-states themselves are becoming increasingly porous and irrelevant as sources or sites of social regulation and control. This course examines the material reality of border regions and movement across them as a means of interrogating these assumptions and exposing how globalization rescales and reconfigures power differentials in human society but does not eliminate them. It scrutinizes technological, economic, political and ideological forces that facilitate border crossings for some groups of people under particular circumstances and then explores the seemingly contradictory tendency toward border fortification. Topics include regional trade integration and political economy of border regions, the global sex trade and illegal trafficking of economic migrants, global civil society and sanctuary movements, paramilitary and vigilante border patrols, and the technology of surveillance. This course includes a required off-campus experiential component at the U.S.-Mexico border that takes place during the first week of spring break. This counts toward the institutions and change requirement for the major. Prerequisite: 100-level sociology course or permission of instructor. Offered every other year.

Environmental Sociology

SOCY 238 CREDITS: 0.5/4

Our world is a blend of things that humans have shaped directly and things we define by our perceived lack of direct involvement with them. Over time, we have depended on our ecological surroundings in myriad changing ways, but we have demonstrated inconsistent acknowledgment of our complex relationships with nature. Environmental sociology embodies a broad, thoughtful application of sociological insights to investigating the ways we shape and are shaped by our surroundings. This course explores through a sociological lens how Western society and, more specifically, contemporary American society interacts with nature. It frames central questions with regard to differentiating between humans and nature and explaining how interactions between the two vary, and it engages with current

debates over conservation, sustainability, development and social justice. Prerequisite: 100-level sociology course.

Sociology of Crime and Deviance

SOCY 240 CREDITS: 0.5/4

Our common sense tells us that certain acts are "wrong"; that particular persons who engage in them are "deviant." But common sense suggests little about how and why a particular act or actor comes to be understood in this way. The objective of this course is to explore the significance of deviance and crime within social life. We carry the distinction between being different, being deviant and being criminal throughout the semester. This course provides a substantial introduction to criminology, with consideration of the social characteristics of offenders and victims, crime rates and various justifications of punishment. This course should be of interest to students within many majors who are concerned with theoretical, practical and ethical questions concerning the concepts of good and evil as foundations of human society. Prerequisite: 100-level sociology course. Offered every other year.

Sociology of Gender

SOCY 241 CREDITS: 0.5/4

Sociology has long recognized the different roles of men and women in society, but the systematic, sociological analysis of how and why these roles have been developed and maintained continues to be a contested terrain of scholarship and popular debate. This course analyzes the social construction of gender and its salience in our everyday lives. Using sociological theory in the context of gender, we link the private experiences of individuals to the structure of social institutions. The course begins with the familiar world of socialization and move to the more abstract level of institutions of social control and sex-based inequalities within social institutions, including the economy and family. Prerequisite: 100-level sociology course. Offered every two years.

Science, Society and the Environment

SOCY 242 CREDITS: 0.5/4

The first part of this course examines the underlying philosophical and sociological foundations of modern science and rationality. It begins by examining the differences between the ancient Greek and medieval views of physics, causality and organic nature; and the modern worldview of natural science in Galileo, Descartes and Newton. We then turn to the debates within the philosophy of science (Burt, Popper, Kuhn, Quine, Feyerabend and Rorty) and the sociology of science (Scheler, Ellul, Leiss, Marcuse and Habermas) about the nature of scientific inquiry and the social/political meaning of scientific discoveries. Does science investigate the essential reality of nature, or is it influenced by the wider social relations and practical activities of modern industrial life? Does science reflect the nature of reality or the nature of society? We deal with the expanded rationalization of modern society: the application of science and technological rationality (efficiency, productivity and functionality) to economic, political and social institutions. We examine the process of modernization and rationalization in science, labor, politics, the academy and ecology. Finally, we discuss the debates within the environmental movement between the deep and social ecologists as to the nature and underlying causes of the environmental crisis. Readings are from T. Kuhn, M. Berman, H. Braverman, E. A. Burt, M. Horkheimer, C. Lasch, F. Capra and M. Bookchin. Prerequisite: 100-level sociology course.

Social Justice: The Ancient and Modern Traditions

SOCY 243 CREDITS: 0.5/4

This course examines the various theories of ethics and social justice from the ancient Hebrew tradition of Torah and the prophets, New Testament writers Luke and Matthew, and medieval natural law, and modern discussions about social, political and economic justice. We explore how critical social theory has been applied within the political and economic context of modern industrial societies and how biblical and later religious teachings have been used as the basis for social ethics. Questions of justice, freedom, development, individualism and alienation are major themes in this study of capitalism, Christianity and Marxism. Special emphasis is on contemporary debates about the ethics of democratic capitalism from within both conservative theology and philosophy and radical liberation theology. Readings are from the Bible, papal encyclicals, the American Catholic bishops' letter on economics and social justice, Friedman, Wallis, Farmer, Novak, Baum, Miranda,

Fromm, Pirsig, Schumacher and N. Wolf. Prerequisite: 100-level sociology course or 100-level religious studies course.

Race, Ethnicity and American Law

SOCY 244 CREDITS: 0.5/4

This course focuses on the American legal system's effect on racial, ethnic and minority groups in the United States as well as on the manner in which such groups have influenced the state of the "law" in this country. It is intended to stimulate critical and systematic thinking about the relationships among American legal institutions and selected racial, ethnic and minority populations. We examine various social and cultural conditions, as well as historical and political events, that were influenced in large part by the minority status of the participants. These conditions are studied to determine in what ways, if any, the American legal system has advanced, accommodated or frustrated the interests of these groups. Through exposure to the legislative process and legal policymaking, students should gain an appreciation for the complexity of the issues and the far-reaching impact that legal institutions have on the social, political and economic conditions of racial, ethnic and minority groups in America. The primary requirement of this course is completion of a comprehensive research project. Prerequisite: 100-level sociology course.

Cultural Sociology

SOCY 245 CREDITS: 0.5/4

This course examines the influence of shared meanings and practices on a variety of dimensions of contemporary American social life, including race, class, religion, political participation, close relationships, economics and social commitment. We consider the following questions: What is culture? How does culture operate in society? How does culture interact with social institutions and with individuals? How do we study culture sociologically? Fundamentally, cultural sociology is a way of seeing society; the goal of the course is for the student to learn to see the structured meanings and practices that order all of our lives, and the possibilities the culture provides for us to influence our society's future course. Our emphasis is distinctly on the contemporary American cultural mainstream. We discuss in class the question of whether such a "mainstream" exists and, if so, how we

might understand it. Our starting assumption is that Americans must understand the themes of our own culture if we are to be responsible global citizens. Prerequisite: 100-level sociology course.

American Folk Music

SOCY 246 CREDITS: 0.5/4

Music, like all art, is created, expressed and understood within a social context. This course examines the relationship between art and society through a focused investigation of American folk music. Themes of particular interest include the movement of music across the color line and between folk and popular culture. Prerequisite: 100-level sociology course.

Sociology of Collective Memory

SOCY 248 CREDITS: 0.5/4

Think of your most impactful memories -- the ones that made you who you are and helped you realize where you stood in the world. Think about all the pomp and circumstance surrounding Kenyon ceremonies like first-year sing, matriculation, and commencement -- why is community so steeped in tradition? Sociologists who study memory make the strong claim that it is the groups to which we belong that influence how those core memories get unlocked. But more than that, they claim that groups themselves can have core memories, and it is from there that we as individuals derive our understanding of the past, present, and future. From our first mnemonic others in family, to the institutionalized memories of museums and schools, to the painful and possibly transformative memories of transnational cultural trauma, this course explores the key concepts and arguments of the sociology of collective memory. Prerequisite: 100-level course in sociology.

Systems of Stratification

SOCY 250 CREDITS: 0.5/4 QR

The objective of this course is to investigate systems of stratification through reading texts and empirical investigation. We also provide regular opportunities to investigate several different data sets to pursue questions that arise from a reading of the texts we cover

during the course of the semester. Stratification topics to be covered include education, gender, class, sexuality and race as they have permeated U.S. society and, therefore, as they have shaped the everyday lived experience of U.S. citizens. With a heavy emphasis upon the critical assessment of quantitative information as presented in the readings for this course, as well as the use of quantitative analysis, this course satisfies the quantitative reasoning requirement. Prerequisite: 100-level sociology course. Offered every two years.

Women, Crime and the Law

SOCY 255 CREDITS: 0.5/4

This course, a seminar and directed research course, focuses upon the role and status of women within the U.S. criminal justice system. Students examine the evolution of roles, responsibilities and treatment of women who occupy various statuses within the system, including those of criminals, victims/survivors of crime and criminal justice professionals. We examine contemporary theories of women and crime, especially a growing body of literature in the field of feminist criminology. Using a wide range of texts, monographs and articles to stimulate critical thinking and discussion about crime and gender, a primary overarching inquiry is: Does one's sex or gender affect one's treatment within, access to, and response from the American criminal justice system? Through exposure to the legislative process, legal policymaking and the tools of socio-legal research, students gain an appreciation for the complexity and far-reaching impact that sex and gender have upon the social, political and economic conditions of women who come into contact with the criminal justice system. No prerequisite. Permission of instructor required.

Linking Classical Tradition to Contemporary Theory

SOCY 262 CREDITS: 0.5/4

This course helps to guide students to draw linkages from classical theory to the formation of contemporary sociological theory. Discussion is guided by the personal biographies of the theorists: their family background, where they were educated and what events or persons they were influenced by as they formulated the theories for which they are known. Emphasis is placed upon acquiring breadth of knowledge, rather than depth. For a more comprehensive understanding of many of the theorists discussed in this class, students are

directed to SOCY 361 and SOCY 362. This course is not intended for seniors, although it is required for all majors. Students are advised to enroll in this class as soon as they begin to consider majoring in sociology. This counts toward the theory requirement for the major. Prerequisite: 100-level sociology course. Offered every year.

Methods of Social Research

SOCY 271 CREDITS: 0.5/4

Knowing how to answer a question, including what constitutes good evidence and how to collect it, is a necessary ability for any sociologist, or for any student reading the sociological research of others. Our goal is to learn to understand when and how to use research strategies such as survey questionnaires, interviews, fieldwork and analysis of historical documents. Students conduct small-scale research projects using these techniques. This course is not intended for seniors, although it is required for all sociology majors. Students are advised to enroll in this class as soon as they begin to consider majoring in sociology. This counts toward the methods requirement for the major. Prerequisite: 100-level sociology course. Offered every year.

Sociology of Sexualities

SOCY 277 CREDITS: 0.5/4

Social life is saturated by sexuality in unstable and disjointed ways. From advertisements that promote the use of sexual enhancement pharmaceuticals to laws restricting access to safe and healthy sexual encounters, the sociocultural framing of sexuality is unequal and often illogical. This course examines sexualities as they are constructed, experienced and regulated across multiple social contexts and institutions. We explore the social history of sexuality and the evolution of its framing in contemporary society; lived experiences of those labeled or identifying as sexual minorities; privileges associated with hegemonic sexual identity categories; the ongoing sociopolitical regulation of sexual bodies, communities and desires; and the history of social activism centered on sexual minorities. Prerequisite: 100-level sociology course.

Social Change, Dictatorship and Democracy

SOCY 321 CREDITS: 0.5/4

Why are some countries more democratic than others? What effects have industrialization and colonization had on developing world democracies? This course probes those questions from a comparative and sociological perspective. We explore the relationship between political regimes and socioeconomic factors, like class relations, state-led development, and racial and ethnic tensions. We look at the contrasting political and social trajectories of European nations, the United States, East Asia and Latin America, using historical texts, sociological theory and in-depth case study research. Prerequisite: 100-level sociology course and sophomore standing.

Cultural Foundations of Politics

SOCY 322 CREDITS: 0.5/4

Inspiring stories; dog whistles like "looters," "thugs" and "real Americans"; authentic populists and out-of-touch elites; graphic images of torture and the ecstasy of jubilant crowds: These cultural features of our political world stoke our emotions and engage our senses. Do these feelings and experiences exist to manipulate us toward the goals of others? Or do the emotional and sensuous features of politics have power in and of themselves? This course explores culture and politics by looking at the sociological foundations of narratives, coded language, performances and iconic imagery as they pertain to a variety of political phenomena. Cases and applications to be explored include populist politics, social movements, civility vs. violence, identity formation, electoral campaigns and the conduct of war and terrorism. Prerequisite: 100-level sociology course. Sophomore standing.

Classical Social Theory: Marx, Weber and Durkheim

SOCY 361 CREDITS: 0.5/4

This course examines the development of classical social theory in the 19th and early 20th centuries. First, we explore the philosophical and intellectual foundations of classical theory in the works of Descartes, Hobbes, Locke, Hume, Kant and Hegel. We will examine how social theory integrated modern philosophy, classical political science (law) and historical political economy in the formation of a new discipline. Distinguishing itself from the other social sciences as an ethical science, classical sociology, for the most part, rejected the

Enlightenment view of positivism and natural science as the foundation for social science as it turned instead to German idealism and existentialism for guidance. It also rejected the Enlightenment view of liberal individualism and utilitarian economics, and in the process united the ancient ideals of ethics and politics (Aristotle) with the modern (neo-Kantian) concern for empirical and historical research. Next, we examine the classical analysis of the historical origins of Western society in the structures and culture of alienation (Marx), rationalization and disenchantment (Weber), and anomie and division of labor (Durkheim). At the methodological level, we study the three different views of classical science: critical science and the dialectical method (Marx), interpretive science and the historical method of understanding and value relevance (Weber), and positivistic science and the explanatory method of naturalism and realism (Durkheim). This counts toward the theory requirement for the major. Prerequisite: SOCY 262 or permission of instructor.

Contemporary Social Theory

SOCY 362 CREDITS: 0.5/4

Contemporary social theory provides the tools needed to explain, dispute and re-imagine the social worlds we inhabit. The course is divided into three main units with three overarching questions: What is reality, and how do we know it? How does society shape the self, and how does the self shape society? How do we theorize the human and non-human? In the first unit, students engage with debates about how knowledge is partial, situated and constructed, and the implications of these views. The second unit turns to work on interaction and rituals, performativity and identity, how power operates in contemporary society, and what a social practice approach offers for explaining the link between social and individual practices. The final unit covers work on the interface of the human and non-human and its implications for theorizing technology, the environment and human agency. Students are encouraged to propose new questions and new answers about how the social world works. This counts toward the theory requirement for the major. Prerequisite: SOCY 262 or permission of instructor. Offered every year.

Quantitative Research Methods

SOCY 372 CREDITS: 0.5/4 QR

Ever wonder how sociologists gather the information upon which they base their claims? Curious about all those charts and graphs in newspapers and magazines? Thinking about a career in marketing, survey research or program evaluation? This course is designed for students who want to become proficient in doing and understanding quantitative social research using SPSS software. The focus of this class is survey research and design. Students learn the basics of data mining, recoding and analysis while also learning to write and present their research findings. This counts toward the methods requirement for the major. Prerequisite: 100-level sociology course and SOCY 271. Sophomore standing. Offered every two years.

Qualitative Research Methods

SOCY 373 CREDITS: 0.5/4

This course focuses on learning to use qualitative methods to answer questions about social life. We discuss individual and group interviews, observational techniques and content analysis of documents and visual images. Students practice using these techniques by carrying out a semester-long research project using these methods. We also discuss the "nuts and bolts" of designing a research project, writing research proposals, collecting data, analyzing data and writing up qualitative research. Finally, we contextualize this practical instruction with discussions of research ethics, issues of reliability and validity in qualitative research, the relationship between qualitative methods and theory-building, and the place of qualitative methods in the discipline of sociology. This counts toward the methods requirement for the major. Prerequisite: SOCY 271 or LGLS 371. Sophomore standing. Offered every two years.

Community-Based Research

SOCY 375 CREDITS: 0.5/4 QR

This course enlists community partners to join Kenyon students in collaboratively designing and executing sociological research projects of clear benefit to their organization. Students collaborate in groups to make substantive contributions to problems or issues in the greater Knox County community. The range of partner organizations may include those addressing public and environmental health, natural resources management and sustainability, social

welfare and services, community infrastructure and planning and local economic development. Class meetings take diverse formats, including occasional field trips (campus transport provided), guest speakers, group planning sessions, short lectures and lab/ group work sessions. This counts toward the methods requirement for the major. Prerequisite: 100-level sociology course and SOCY 271. Sophomore standing. Offered every year.

Social Demography

SOCY 376 CREDITS: 0.5/4 QR

This course offers students an introduction to sociological demography paired with training in research methods relevant to applied planning and policy situations. It explores demography's contributions to the study of race, health, gender, inequality and migration, as well as the central foci of formal demography. This counts toward the methods requirement for the major. Prerequisite: 100-level sociology course, and SOCY 271 or LGLS 371 or permission of instructor. Offered every other year.

Du Boisian Sociology

SOCY 385 CREDITS: 0.5/4

The work of W.E.B. Du Bois is foundational for contemporary sociology, and American sociology in particular. A theorist, social scientist, scholar activist and public intellectual, this early disciplinary founder left lessons that speak directly to conversations on the state of sociology and the role of the sociologist in the contemporary moment. His theoretical and methodological innovations continue to shape our discipline in untold ways. In this course, we engage with the scholar's original work, exploring the theoretical and methodological contributions of his research. We also engage with the disciplinary response to his work, from his era to ours, exploring how he shaped disciplinary conversations then and now. Beyond his contributions to theory and methodology, we engage with Du Bois' work in shaping public understandings of race in American society and his profound influence on the American civil rights movement. Biographical and autobiographical writing provides the context for the development of the scholar's sociological imagination and his ongoing legacy for sociology. Prerequisite: SOCY 262, 271. Junior standing.

Public Health Science and Practice

SOCY 410 CREDITS: 0.5/4

This interdisciplinary course introduces students to the complexities of public health decision-making through real-world case studies. Students take on stakeholder roles and explore ethical, political, and systemic challenges in responding to public health dilemmas. Cases engage questions of evidence, equity, funding, public trust, and structural oppression. Emphasis is placed on collaboration, critical thinking, and systems-based reasoning. This counts as an elective for the major. Prerequisite: junior standing.

Gender Stratification

SOCY 421 CREDITS: 0.5/4

This course critically examines several genres of literature on the social roles of men and women at both the social-psychological and structural levels of society. We discuss, in particular, how gender relates to concepts such as socialization, attitudes, interpersonal behavior, work roles and stratification by race, sexuality and class; and social problems that arise as a result of gender inequality. No prerequisite. Junior standing. Offered every two to three years.

Topics in Social Stratification

SOCY 422 CREDITS: 0.5/4

The primary objective of this course is to pursue a comprehensive examination of contemporary issues that determine social stratification in the United States and, thereby, impact public policy and societal values. Some topics that may be addressed are race relations in the United States, gender, work, family, sexuality, poverty and religion. Topics may vary from semester to semester, but they are of importance to any discussion of the institutional forces that govern our society. No prerequisite. Junior standing. Offered every two to three years.

Civil Society and Social Theory

SOCY 426 CREDITS: 0.5/4

For many scholars, activists and development professionals, a robust civil society increases the quality of democratic governance. NGOs, self-help organizations and even singing clubs have been seen as democratic bulwarks. On the other hand, some observers think civil society may weaken democratic institutions and may even be vehicles for extremism. What is civil society and how does it relate to democracy? Who belongs in civil society? Can we repair damaged civic relationships? To address those puzzles, this course explores contemporary theories of civil society, through the work of four thinkers who extend the work of Tocqueville, Marx, Weber and Durkheim — Robert Putnam, Antonio Gramsci, Jürgen Habermas and Jeffrey Alexander. No prerequisite. Junior standing.

Global Cities

SOCY 432 CREDITS: 0.5/4

Since the origins of the discipline in the mid-19th century, sociologists have been fascinated with cities, viewing them as icons of modernity and laboratories for studying the forms of human association they believed to be the hallmarks of this new age. Building on this rich but Western-centric history of urban studies, this course examines the urban form and experience today from the perspective of a more geographically and culturally diverse set of cities ranging from Mexico City to Mumbai, from Chicago to São Paulo. Drawing on concrete case studies from these cities and others, we ask what we can learn about the global processes that characterize contemporary human society at large by studying so-called "global cities" and Third World cities. We pay particular attention to the relationship between globalization and the spatial organization of cities, exploring, for example, how social actors and states in specific places claim, reclaim, purpose, repurpose, surveil, contest and govern public space as part of broader neoliberal social transformation. Students in this course will take an active role leading seminar discussion and, by the end of the semester, produce and present original research on a global city of their choosing. Sophomore standing. Offered every other year.

Health, Identities and Inequalities

SOCY 434 CREDITS: 0.5/4

This course explores health experiences and outcomes as they are created, maintained and regulated in and through race, class, gender and sexuality. In doing so, this course pays particular attention to theories of medicalization, health care discrimination, minority stress, fundamental causality and social interventions meant to address these issues. We read and critique highly-cited or classic studies in medical sociology, epidemiology and the inequalities literatures, along with recent studies in the field that build from these major works. In doing so, we advance our knowledge of newly developed methodologies, how to test and advance existing theories, and how to design our own research so that it clearly builds from previous research. 100-level SOCY course. Junior standing.

Emotions, Health, and Culture

SOCY 455 CREDITS: 0.5/4

Emotions and well-being might seem like highly personal phenomena, separate from our political and social contexts. But our embodied experiences and emotional expressions are never fully our own. They operate as both social products and productive forces that shape the social world. The lines demarcating the interior self and the exterior world, the body and mind, and physiology and culture are questioned and reconceptualized by sociologists in these fields. This course considers the role of the emotions and health in classical and recent sociological work. Students learn about various theoretical and empirical approaches to the sociological study of emotions and health. Prerequisites: 100-level sociology course.

Intersectional Theory

SOCY 463 CREDITS: 0.5/4

This course explores the theoretical paradigm of intersectionality. Its principal objective is to develop an understanding of the ways in which the salient identities of class position, race and gender function simultaneously to produce the outcomes we observe in the lives of individuals and in society. While there is a large body of literature in each of the three areas (class, race, gender), only recently have theorists and researchers attempted to model and analyze the "simultaneity" of their functioning as one concerted force in our everyday lives. We pursue this objective by exploring the roles of gender and race/ethnicity in the United States during the early development of capitalism and in the present; by re-examining key

concepts in conflict theory through the lens of intersectional theory, and by studying the roles of class, gender and race/ethnicity at the level of the global economy today as in the past. Prerequisite: SOCY 262 or 361. Junior standing. Offered every two to three years.

The Politics of Identity Formation in the Global South

SOCY 466 CREDITS: 0.5/4

Recent years have seen the growing political importance of identity in the global South. Indigenous movements, religious and ethnic nationalism, and class-based identities have impacted the practice of democracy, relations between social groups and transnational structures of power. But is what we see a detrimental splintering of identities and belongings or a new era of diversity and pluralism? What will latter-day identities do for democratization and social conflict? This course focuses on the political effects of identity in Latin America, Africa, South Asia and Southeast Asia. No prerequisite. Junior standing.

Comparative-Historical Analysis

SOCY 474 CREDITS: 0.5/4

Social scientists have used comparative-historical methods to answer "big questions" about social and political phenomena. Indeed, focusing on historical patterns in small numbers of key cases, scholars have contributed canonical texts about democratization, revolutions, identity formation and economic development (among others). Students work closely with exemplary texts, learn and apply different techniques of causal inference, and explore the ongoing debate between comparative-historical methods and quantitative analysis.

Prerequisite: 300-level sociology course.

Senior Seminar in Sociology

SOCY 490 CREDITS: 0.5/4

This course brings senior sociology majors together to reflect on the theory, methods, and practices of the discipline. In a seminar format, students and the professor review and integrate a range of sociological concepts and ideas learned over the students' course of study. We examine the implications of students' sociological knowledge and skills for life after graduation, whether they plan to enter the workforce or continue their education in

graduate school. The course additionally prepares students for the completion of their senior capstone paper in the spring semester, including benchmark assignments and presentations. Prerequisite: senior sociology major, completion or co-enrollment of one 300-level course in sociology.

Individual Study

SOCY 493 CREDITS: 0.25-0.5/2-4

Individual study is an exception, not a routine option, with details to be negotiated between the student and the faculty member and the department chair. The course may involve investigation of a topic engaging the interest of both student and professor. In some cases, a faculty member may agree to oversee an individual study as a way of exploring the development of a regular curricular offering. In others, the faculty member may guide one or two advanced students through a focused topic drawing on his or her expertise, with the course culminating in a substantial paper. The individual study should involve regular meetings at which the student and professor discuss assigned material. The professor has final authority over the material to be covered and the pace of work. The student is expected to devote time to the individual study equivalent to that for a regular course. Individual studies will be awarded 0.5 units of credit. Because students must enroll for individual studies by the end of the seventh class day of each semester, they should begin discussion of the proposed individual study by the semester before, so that there is time to devise the proposal and seek departmental approval.

Senior Honors

SOCY 497 CREDITS: 0.5/4

This course is for students pursuing departmental honors. Permission of instructor and department chair required. No prerequisite. Senior standing and sociology major.

Senior Honors

SOCY 498 CREDITS: 0.5/4

This course is for students pursuing departmental honors. Permission of instructor and department chair required. No prerequisite. Senior standing and sociology major.

