

SOCIETY, CULTURE, AND PERSONALITY

Society, Culture, and Personality is an introduction to various social sciences: anthropology, psychology, economics, political science, and sociology. “What is human nature?” is the question that overarches the course. Social Science 1 is a writing-intensive course.

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Main texts	Ruth Benedict	<i>Patterns of Culture</i>
	Colin Turnbull	<i>The Mountain People</i>
	Sigmund Freud	“ <i>The Case of Elizabeth Von R.</i> ” <i>Five Lectures on Psychoanalysis</i> “ <i>The Dissection of the Psychical Personality</i> ”*
	Frederick Crews et al.	“ <i>The Revenge of the Repressed</i> ”*
	Jean Piaget	“ <i>Moral Feelings and Judgments</i> ”
	Lawrence Kohlberg	“ <i>Moral Stages and Moralization</i> ”
	Nancy Chodorow	“ <i>Family Structure and Feminine Personality</i> ”*
	Carol Gilligan	<i>In a Different Voice</i>
	Karl Marx and Friedrich Engels	<i>The Marx-Engels Reader</i> Robert Tucker, ed.
	Max Weber	<i>The Protestant Ethic and the Spirit of Capitalism</i>
Emil Durkheim	<i>Suicide: A Study in Sociology</i>	

On writing Required:

“*Writing, Paper Format, Use of Sources*”* Instructor

Shimer College Writing Assessment Standards. Shimer Faculty.

Writing with Sources. Gordon Harvey

Recommended:

John C. Hodges,
Cheryl Glenn, et al.

Harbrace Handbook

Mortimer Adler and
Charles Van Doren

How to Read a Book

Gerald Graff &
Cathy Birkenstein

*They Say/I Say: The Moves That Matter
in Academic Writing*

*Starred titles, and additional brief readings, will be distributed in class.

Class Participation

Your assignment for every class of the semester is not only to have done the reading but also to have reflected upon it and to *come to class prepared to ask or say something about it*. The customary expectation at Shimer College is three hours of preparation per hour of class.

What you say in class doesn't necessarily have to show mastery of the text. Explaining difficulties that you may be having with a reading can be extremely helpful to both yourself and the group, and an excellent contribution to inquiry.

Participation comprises attendance, preparation, value and frequency of contributions to inquiry, attentiveness to both the texts and the discussion, and civility toward other members of the class (including the authors). All of these aspects of participation affect your grade, and *are required in order to remain in the course*.

You will be dropped from the course if you are absent more than four times, unless due to emergency, in which case make-up work will be arranged. You cannot pass the course if you are absent more than five times, regardless of the reason. You are responsible for material covered during classes that you miss. Persistent lateness affects your participation grade. In accordance with College academic policy, students who drop or are dropped less than two weeks before the last class cannot receive a withdrawal grade or a passing grade.

Written Work

Social Science I is designated by Shimer College for intensive writing practice. *To pass the course, students must receive a passing grade on all five of the writing assignments* (as well as a sufficiently high class participation grade--see "course grade"). In addition to the five writing assignments, there will be opportunities for paper revision, attention to writing issues during classes, and conferences with the instructor. The course calendar does not assign any particular dates to the books on writing listed above, but students are expected to use the two required ones and may be assigned to study recommended or other texts to address individual writing issues.

All written work for Society, Culture, and Personality must be typed and double-spaced. Quotations and paraphrases must be followed by parenthetical page references. Appropriate and ethical use of sources is covered briefly in the instructor's course handout on writing, and at greater length in the *Harbrace Handbook* and in *Writing With Sources*. Papers are due on the dates indicated in the course calendar (below), at the time that class meets on that day.

Assignments:

- 1 Protocol (2 to 3 pages)
- 2 Description/narration (3 to 6 pages).
- 3 Dialog paper (3 to 6 pages).
- 4 First version of essay (4 to 7 pages)
- 5 Essay (4 to 8 pages)

The protocol assignment is given below; the others will be given in detail during the course. Students will have the opportunity to revise papers in addition to the required revision (#5), See "Revision" in "Policy Statements" below.

Protocol

Protocols, a common assignment in Shimer courses, are 2- to 3-page papers intended to be read by the whole class. In class, the protocol is first read aloud by the writer, then discussed by the group, and returned with comments by the instructor (and, optionally, by students).

A protocol introduces the reading, or one of the readings, for the class on which the protocol is read, or reviews a reading and/or discussion from the previous class. Because protocols are short and intended to provide a point of departure for class discussion, it is especially important that they be focused. A protocol should ask (only) one question or make one claim about the reading--or about a passage, argument, or concept in the reading—and the question or claim should *address something important or basic for understanding the reading*.

Stay on that single question or thesis, clarifying it if necessary, supporting the answer or claim, and taking into account alternative answers or points of view. *Do not attempt to summarize or "cover" the reading, or sit at the computer trying to string together various thoughts you've had about it*, as this usually results in a catalog of many points without adequate discussion of any of them. If you have difficulty understanding the reading, focus on your biggest problem, frame it as a question, and attempt to resolve it--do not merely state the problem. Do not merely ask a question without at least attempting to answer it on the basis of the text.

Protocol (cont'd)

You may want to begin your protocol by saying something about the relation between a previous reading and the one you are introducing (or reviewing).

Procedure: We will only have time to discuss one protocol per class, so once a protocol date is reserved, it is not available to others. On the due date, the protocol writer provides a copy (collated and stapled) to each member of the class. *Please note the pages of the reading at the top of the first page.* As with essays, citations must be followed by page references.

Course Grade

Your final grade will be calculated as follows:

protocol	8%
description/narration	10%
dialog paper	14%
1 st version of essay	15%
essay	18%
class participation	35%

For revisions other than the required one (the essay), the revision grade or the average of the two grades, whichever is higher, will count toward the course grade,

Again, all required written work must pass as a condition for passing the course.

POLICY STATEMENTS

Paper Due Date Extensions

- Barring emergencies, due date extensions for papers must be requested in advance of the deadline.
- In the interest of fairness to other students, there has to be a special circumstance (illness, family emergency, library or computer problems, etc.) for an extension to be granted. Merely wanting to do better work, though commendable, cannot justify giving more time to one student than to others.
- Papers submitted late without an extension will be graded down 1 grade step (e.g. B to B-) for each day of lateness. No paper will be graded lower than D due to lateness, unless its grade before lowering is already D.

Revision

Papers other than the final paper, *if they have been turned in by the due date*, may be revised and resubmitted for a new grade with my approval, which will depend on whether you can persuade me that there will be substantial and successful revision--not mere correction. *The original version, with my comments, must be turned in with the revised version.*

Incompletes

- The grade of "Incomplete" may be given under the same conditions as for due date extensions, and must also be approved by the Dean.
- Unless an "incomplete" or a due date extension has been granted, writing submitted more than 5 days after the end of Writing Week will not be accepted.

Academic Dishonesty

- The ethical use of sources in writing is explained in course materials, and in conference as the need arises. In addition, you are encouraged to ask me, in class or in conference, for clarification or advice whenever you have doubts about proper use of sources.
- Papers that, in my judgment, contain improperly used source material will not be accepted. This applies whether the plagiarism is intentional or unintentional.
- I reserve the right to investigate cases of suspected plagiarism. Investigation may consist of any or all of the following: retaining the paper and comparing it with the work of other writers, published or unpublished; requiring the student to submit drafts, notes, or other materials, including books, used in preparing the paper; giving the student an unannounced quiz on what is presumably his or her own work; and use of plagiarism detection software.
- If after investigation I am satisfied that plagiarism has been knowingly committed, the student will fail the course and be asked to report him/herself to the Dean of the College.
- Redress: The student has a right to demand formal proceedings by the Academic Standing Committee. The instructor will comply with the decision of the Committee.

CALENDAR

§1

8/21	Course introduction Benedict: <i>Patterns of Culture</i> . Foreword, Preface, Intro., & ch. 1
8/25	Chs. 2-3 Protocol date selection
8/27	Ch. 4
8/28	Ch. 6 (Chapter 5 is not assigned)
9/1	Labor Day
9/3	Chs. 7 & 8
9/4	Turnbull: <i>The Mountain People</i> Refer to glossary for easier reading. Preface and chs. 1, 2, & 3
9/8	Turnbull: Chs. 4-8
9/10	Chs. 9-12

§2

9/11	Freud and his cultural context (slide show) "The Case of Miss Elizabeth Von R."
9/15	Freud: <i>Five Lectures</i> , Lectures 1-3
9/17	<i>Five Lectures</i> , Lectures 4 & 5
9/18	"The Dissection of the Psychological Personality" (course anthology) <u>Description/narration</u>
9/22	Deleuze and Guattari: from <i>Anti-Oedipus</i> (tbd) Crews: "The Revenge of the Repressed" (tbd)
9/24	Crews et al.: "Exchange" (tbd)

§3

9/25	Piaget: "Moral Feelings and Judgments" (course anthology). To pg.23, end of §4
9/29	Piaget. To end.
10/1	Kohlberg: "Moral Stages and Moralization" (course anthology)
10/2	Chodorow: "Family Structure and Feminine Personality" (ca), to top of pg. 54 (pg.42 is inserted by error—skip & go to 43)
10/6	Chodorow: to end.
10/8	Gilligan: <i>In a Different Voice</i> , Letter, Introduction, Ch. 1.
10/9	Chs.2 & 3 <u>Dialog paper</u>
10/13	Chs.4 & 5
10/15	Gilligan: Ch. 6 Lasch: "Gilligan's Island" (tbd)
10/16	Dean's Break

§4

- 10/20 All Marx & Engels readings are in the Tucker anthology.
Engels: "Working Class Manchester" (pp. 579-85)
Engels & Marx: *Manifesto of the Communist Party*
Editor's Intro (p. 469); Section 1(pp. 473-83)
- 10/22 Engels & Marx: *Manifesto of the Communist Party*
Sections II,III, & IV (pp. 483-500, skip III.1A & C, read III.1B)
- 10/23 Marx: from *Capital*, "Commodities" (302-12 only)
Note: Marx often uses "value" to mean "exchange value."
"Wage Labour and Capital" (203-217)
- 10/27 From *Economic and Philosophical Manuscripts of 1844*:
"Estranged Labour" (70-81)
"Private Property and Communism" (81-93)
- 10/29 "The Meaning of Human Requirements" (93-101)
From *The Holy Family*: "Alienation and Social Classes" (133-35)
- 10/30 Engels: "The Origin of the Family, Private Property, and the State" (734-51)
1st version of essay

§5

- 11/3 Weber: *The Protestant Ethic and the Spirit of Capitalism*
Reading the notes at the end is not required.
Author's introduction & Chs. 1 & 2
- 11/5 Pp. 39-56
- 11/6 56-80
- 11/10 80-102
- 11/12 Ch.5
In Giddens' introduction: section 4, "The Controversy."

§6

- 11/13 Durkheim: *Suicide: A Study in Sociology*, Pp. 35-81.
- 11/17 Pp. 145-189
- 11/19 208-40
- 11/20 241-76
- 11/24 297-306 & 361-92
Essay