

## **A&S 273 Comparative Social Institutions: Spain and the United States**

Spring Semester 2018

Padre Rubio Hall 16

T-Th 11:00 am to 12:15 pm

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Office Hours: T-Th 1:00 pm-2:00 pm or by appointment

### **Course Overview:**

This course will provide students with a scholarly venue to examine what they are learning and experiencing culturally and socially in Spain. To that end, we will review social theories and applied research analyzing social institutions, in order to apply those ideas to compare American and Spanish social institutions. The course covers baseline sociological concepts of social institutions and scholarship by social scientists working in the US and Spain. You should complete this course with an enhanced capacity to study social institutions in a cross-cultural context, and having completed some astute analyses of Spanish social institutions. As part of this course, you will also learn general sociological ideas about culture, the formation of individual and organizational identity, impression management, social deviance, family life, social organization, poverty and wealth, and race and gender in both American and Spanish contexts.

### **Evaluation:**

The focus here is on using sociological ideas as tools to analyze the world around you. This applied emphasis means that you must approach this class with creative energy and the expectation of being an active participant. For example, you will have journal assignments requiring you to collect information and address topics of your own choosing in connection to course materials.

Your performance on a midterm exam, two papers, journal assignments and attendance and participation will determine your final course grade.

Midterm Exam	25%
Term Paper	30%
Journal Assignments, Attendance/Participation	30%
Short Paper	15%

### **General Notes:**

1. I take attendance in this class. I understand that during the semester a few absences may be inevitable. Let me know in advance if you have to miss class and why. More than two unexcused absences will trigger a grading penalty in two ways. 1) Your grade will be lowered. 2) I present material in class that is not always covered in the readings. If you miss class, you will lack knowledge on which you are tested.

2. Complete all course readings on time. Be an active participant in class. You can participate by engaging in class discussion, by asking questions and by concentrating on ongoing classroom activities. Be ready to consider the ideas that we discuss in class and that you have read outside class. Bring in your observations from being in Spain. Good participation in class also includes being punctual and courteous to all members of the class, not just by

involvement in class discussion, but also being engaged in the ideas of the course, and open to other people's views and participation.

3. You are free to turn work in early, but you must hand it in on time. This rule is ironclad. I don't cut special "lateness is okay" deals with students who come in the day work is due - doing so is unfair to students who get work in on time. That being said, I am sympathetic to legitimate emergencies and problems. Without legitimate reasons, work turned in late is docked a penalty of one full grade per day late. The one exception to the late policy is an officially excused absence or an emergency.

4. Be familiar with and abide by the policy of Lafayette College in your student handbook concerning cheating and plagiarism. If you have questions about how to cite work or any other matters relevant to Lafayette College policy, please ask me ahead of time.

5. This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. I reserve this flexibility in order to schedule potential speakers and class events. This semester we will take advantage of being in Madrid, so we may move class sessions and field trips around to be able to be more spontaneous and get the most of being here. So, expect a little more flexibility and "looseness" to be able to get out and about in Madrid. I'll try to give as much notice as possible for reorganizing syllabus listings.

#### **Student Learning Outcomes:**

- Students will learn basic principles of sociology.
- Students will learn how to apply sociological ideas to explain contemporary social institutions.
- Students will learn how sociologists conduct research and become more adept in conducting those studies.
- Students will become more knowledgeable about social institutions in Spain and the US.

#### **Readings:**

Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*. Anchor.

Newman, David M. 2014. *Sociology: Exploring the Architecture of Everyday Life. Brief edition*. Pine Forge Press.

Watts, Duncan. 2011. *Everything is Obvious Once You Know the Answer*. Crown Publishing.

Tremlett, Giles. 2006. *Ghosts of Spain*. Macmillan.

Articles on Moodle

#### **Reading Sequence:**

**Week 1 1/11 Course Introduction**

Watts Preface and 1-53; Newman Ch. 1; Article: Body Ritual among the Nacirema

**Week 2 1/16-18 Thinking Sociologically**

Watts 54-156 (Pick and know an example from Watts that interests you). Newman Ch. 2.

Journal 1 due 1/18.

**Week 3 1/23-25 Collecting Sociological Data**

Watts 159- 213, Newman Ch. 3.

**Week 4 1/30-2/1 Culture**

Newman Chapter 4. Tremlett Ch. 6-7. Skim *Hola Magazine*. Flamenco/Cooking field trip (TBA).

Short Paper Due 2/1

**Week 5 2/6-8 Socialization and Impression Management**

Newman Chapters 5-6. Goffman Chs. Introduction; Ch.1; "Teams."

**Week 6 2/13-15 Social Deviance**

Newman: Chapter 8. Handout: Theories of Deviance. Goffman Conclusion.

**Week 7 2/20-22 MIDTERM EXAM**

Midterm Exam 2/20 No class 2/22 Winter Break - Trip to Morocco.

**Week 8 2/27-3/1 Immigration**

Motella and Lopez Bazo; Sandell;

**Week 9 3/6-8 Social Stratification**

Newman: Chapter 10. Gayo; Guardiola & Monica Guillen-Royo

Journal 2 due 3/6

**Week 10 3/13-15 Race, Ethnicity and Inequality**

Newman: Chapter 11. Tremlett Ch. 9. Flores. Argita.

**Week 11 3/20-22 Gender**

Newman: Chapter 12. Tremlett Ch. 8. Almodovar Film.

Journal 3 due 3/22

**Week 12 3/27-29 NO CLASS SEMANA SANTA**

**Week 13 4/3-5 Spanish Popular Art, Culture and Sport**

You pick reading representing your interest in Spanish Culture; Tremlett ch. 13. Field Trip

**Week 14: 4/10-12 Case Studies of Spanish Organizations, i.e. Real Madrid, Zara etc.**

Newman: Chapter 9; Van Maanen, Vaczi. Field Trip

**Week 15: 4/17-19 Spanish Family**

Newman Ch 7. Ortega-Gaspar; Tremlett 1-3; Journal 4 due 4/17

**Week 16 4/24-26 Regional Relations in Spain**

Tremlett Continued. Oto-Peralías; Griffiths, Gullen Alvarez and Ferra-Martinez

**Week 17 5/1-3 The Sociological Crystal Ball: Predicting the Future**

No Class 5/1 Labor Day. Newman Ch. 14. Futurology: What Will Job Markets Look Like in the 21<sup>st</sup> Century? Journal 5 due 5/3

**Important SLU Dates:**

Classes start 1/10  
Winter Break 2/22-23  
1/21

**Work Due Dates**

Journal 1 1/18  
Short Paper 2/1

**Program Trips**

Toledo 1/14  
Segovia

Semana Santa	3/26-30	Midterm	2/20	Morocco	2/21-25
Labor Day	5/1	Journal 2	3/6	Basque	3/9-11
Community Day	5/2	Journal 3	3/22	Cordoba	TBA
Last day of class	5/3	Journal 4	4/17	Excursions	TBA
Grades Due	5/13	Journal 5	5/3		
		Term Paper	TBA		

**Lafayette Course Credits:** “The student work in this course is in full compliance with the federal definition of a four-credit hour course. Please see the Registrar’s Office web site (<http://registrar.lafayette.edu/additional-resources/cep-course-proposal/>) for the full policy and practice statement.”

### Required SLU Inclusions on all Syllabi

#### Title IX Statement

Saint Louis University and its faculty are committed to supporting our students in seeking an environment that is free of bias, discrimination and harassment. If you have encountered and form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct that faculty member must notify SLU’s Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida Del Valle 28, ([mmaruri@slu.edu](mailto:mmaruri@slu.edu); 915-54-5858 ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU - Madrid’s Counseling Services on the third floor of San Ignacio Hall ([counselingcenter-Madrid@SLU.edu](mailto:counselingcenter-Madrid@SLU.edu); 915-54-5858 ext. 230) or SinewsMultipletherapyInstitute, the off-campus provider of counseling services for SLU-Madrid ([www.sinews.es](http://www.sinews.es); 91-700-1979) To view SLU-Madrid’s sexual misconduct policy and for resources, please visit the following web address: [www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf](http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf)

#### Student Outcome Assessment

Saint Louis University-Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of your work for this course, including any exams, assignments and/or submitted papers may be kept on file for institutional research, assessment and accreditation purposes.* If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

#### Accommodation Statement

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

1. Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
2. University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to [http://spain.slu.edu/academics/learning\\_resources.html](http://spain.slu.edu/academics/learning_resources.html).
3. Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to [counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu), or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

### **Academic Honesty and Plagiarism**

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed- book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link:

[http://spain.slu.edu/academics/academic\\_advising/docs/Academic\\_integrity.pdf](http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf)

