



## SOCIOLOGY, GENDER & SOCIAL WORK



### **2016 Course Outline**

### **SOCI 302**

### **Theories of Social Power**

#### **Lecturer**

Dr. Katharine Legun

280 Leith Walk, G08

Phone: 479-7666

Email: [Katharine.legun@otago.ac.nz](mailto:Katharine.legun@otago.ac.nz)

Office hours: Tuesday 9-12, or by appointment

#### **Lecture**

Thursday 2:00 – 3:50

Location TBD

#### **Tutorial**

Friday 11:00 – 11:50

12:00 – 12:50

#### ***Blackboard***

<https://blackboard.otago.ac.nz>

## COURSE GOALS

What is power?

Who has it and why?

How is social order maintained? Why is it maintained even when it's creating social problems?

In Theories of Social Power, we look at an expansive range of writing on power and streams of thought that have unfolded over time. We pay particularly close attention to ideas that explain how social structures enable and constrain action, and allocate social resources unequally. We will be consistently using examples from our experiences and popular culture to talk through theories, and treating theory like a language that gets easier, and more eloquent, with practice. By the end of the course, students should be able to think through, simplify, and clearly communicate complex social phenomena by drawing on theories of power.

By the end of the course, you will be able to:

- Identify and describe different theoretical articulations of power
- Have your own working definition of power
- Discuss how different theories contribute to our understandings of the operation of power in everyday life
- Be able to use social theory to critique aspects of your everyday life
- Be able to analyze social policy for its power implications

## COURSE STRUCTURE

The course is officially scheduled as a lecture and one tutorial. The lectures are organized topically and will cover theory from the course through the discussion of a case. We will also engage in exercises to help make sense of difficult ideas. **The lecture will not simply be restating the ideas that are in the readings. I cannot stress enough how important it is to do the readings before class.** The tutorial will be used for discussion and exercises. During the tutorial, we will discuss the theories and apply them to contemporary social problems. We will also work on the writing assignments and I will field any questions you have about the materials or assessment during the tutorial.

## READINGS

### Required text:

All assigned readings are on Blackboard.

### A note on the class structure:

This paper was designed so that mastery of the material can be gained by doing the readings and attending lectures and discussions. The assignments you complete for the paper are not overly onerous, and for a theory paper, the reading list is relatively

light (I assure you). The more time you take reading and thinking through the theory, the better you will perform in the course. It is incredibly important that you keep up with the readings. That said, the exercise of theory is a creative process. It is less like learning calculus and more like learning a language. I encourage you to become familiar with theories, find the ones you like, and use them as a medium to explore your own creative theoretical prowess. The assignments are designed to both exercise and evaluate your progress along the theory-befriending journey. I will be uploading PowerPoint slides before the lecture, but these will only have an outline of what will be discussed and will not be useful as a lecture substitute.

## **ASSESSMENT**

Participation	10%
Blog posts (3 – 10% each)	30%
Essay (Due: Sept 13 <sup>th</sup> )	30%
In-class test (Oct 13 <sup>th</sup> )	30%

### **Participation**

You will be evaluated based on your participation in tutorials, which includes the submission of discussion questions. For some tutorials, you should come prepared with a discussion question or discussion prompt based on the week's readings and topic. At the beginning of tutorial I will collect the questions and we will use them to shape discussion. This should not be onerous, and is primarily to assist me in organizing tutorials around what is most interesting and challenging for you. The tutorial schedule is listed on the following pages alongside the lecture and reading schedule. Note that you should bring your questions and comments on July 29<sup>th</sup>, August 19<sup>th</sup>, September 16<sup>th</sup>, and Sept 30<sup>th</sup>. We will talk more about how participation will be graded in the first tutorial.

### **Blog posts**

You will be required to write three blog posts over the course of the semester. Each is worth 10% of the total grade. The posts will include an image (jpeg) or video and a brief description of the image and how it relates to a social theory we've discussed in class (to a max of 200 words). A grading rubric will be available on Blackboard. This assignment is short, but don't be fooled—it's very challenging. Posts that do a good job of applying and communicating a social theory will be posted on the blog, [everydaysocialtheory.com](http://everydaysocialtheory.com).

### **Submission of Blog Posts**

**There are no hard due dates for the blog posts. However, you must have two posts submitted before the spring break, (before August 26<sup>th</sup>).** You cannot write multiple posts for the same theory. I would recommend submitting the first early so that you

can get feedback and refine your posts for the future. You can submit all three early, if you like, and get them out of the way.

### **Cultural Analysis Essay**

You will be required to write one essay due after the semester break. The essay will take a blog post and expand on it using course material. You are required to draw on at least two theories in your analysis, in addition to the one you used in the original post. You will be required to discuss the power relations that are being represented, exercised, or negotiated in the picture, artifact, or event. The essay will be graded out of 30, and is worth 30% of your final grade. It should be 2000-2500 words. You will be graded based on your use of the theories, the strength of your analysis, and the clarity and style of your writing. We will be discussing the papers throughout the course, and a detailed assignment description and rubric will be provided on Blackboard.

### **Submission of Essay**

**You must upload your assignments to Blackboard by 12:00 pm on the due date, September 13<sup>th</sup>. You must also leave a paper copy in the appropriate assignment box in the Sociology department (280 Leith Walk) by 12pm on the due date. You must do both.** A signed cover page that can be downloaded from Blackboard must accompany the paper copy. Forms are also available by the assignment boxes.

Assignments may be submitted to Safe Assign to check for plagiarism.

**I do accept late assignments but the penalty is 5% per working day for five days. Work handed in after five days will not be marked.**

### **Requests for Extensions/Consideration for Impairment**

1. Obtain an official request form from the Sociology, Gender and Social Work office **before** the due date. A copy can also be obtained from Blackboard.
2. Complete the form. Attach letter, and medical certificate if applicable, explaining reasons for request.
3. Submit this form to the Sociology, Gender and Social Work office **before** the due date. The Course Co-ordinator will consider these forms.
4. You will be emailed advice as to whether your extension has been granted or not.
5. Please attach copy of the extension to your assignment to the front of your assignment when submitting.
6. The penalty for late submission of coursework, without prior extension, is 5% per working day for five days. No work handed in after five working days will be marked.

### **In-class Test**

On the last day of class (October 13<sup>th</sup>) you will take a test. The test will include short answers, varying in length from one sentence to a long paragraph, and an essay.

## COURSE POLICIES

**You must attend lectures and tutorials.** While I am sympathetic to an occasional absence, sporadic attendance will significantly reduce the amount you learn from the course, and also generally hurts the course environment. If you must miss a lecture or tutorial, you must have a valid excuse and be able to provide documentation of some kind. If you have a class conflict, please come and see me on the first day of class.

## Weekly Schedule

<u>Week</u>	<u>In Class</u>	<u>In Tutorial</u>
<u>Week 1</u> July 14	Intro to theory: What is theory? What is power?	July 15 No tutorial
<u>Week 2</u> Jul 21	<b>Early philosophies of power: power as exercise of will</b> Hegel – “Lordship and Bondage” from <i>Phenomenology of Spirit</i> Reading Guide	July 22 Talk logistics No questions
<u>Week 3</u> July 28	<b>Early philosophies of power: power as social contract</b> Hobbes – Excerpts from <i>the Leviathan</i> Please pay attention to the title plate. It’s helpful for interpreting the text.	July 29 Bring questions
<b>PART I: GOVERNANCE</b>		
<u>Week 4</u> August 4	<b>Foucault: The modern state &amp; subjectivity</b> Foucault - “the Body of the Condemned” from <i>Discipline and Punish</i> Foucault – “Governmentality” Cases: P2P economies, new forms of entrepreneurialism	August 5 Talk about blog posts No questions
<u>Week 5</u> August 11	<b>Guest Lecture – Dr. Holly Randell-Moon</b>	Aug 12 No Tutorial

<b><u>Week 6</u></b> <b>August 18</b>	<b>Rules</b> Scott – Excerpts from <i>Seeing Like a State</i> Althusser – Ideology and ideological State Apparatuses Case(s): The university as ideological state apparatus, space power and protest	Aug 19 Bring questions
<b><u>Week 7</u></b> <b>August 25</b>	<b>State interests</b> Arendt – “Power and the Bourgeoisie” in <i>The Origins of Totalitarianism</i> Said – “Orientalism” Case: Free Trade	Aug 26 No tutorial
<b>MID SEMESTER BREAK</b>		
<b>PART II: ECONOMIC POWER</b>		
<b><u>Week 8</u></b> <b>Sept 8</b>	<b>Money, Power, and Subjugation</b> Zelizer – “Poor People’s Money” from <i>the Social Meaning of Money</i> Case: Social bonds, mincome	Sept 9 No tutorial <b>Essay Due: Sept 13</b>
<b><u>Week 9</u></b> <b>Sept 15</b>	<b>Expressions of Economic Power</b> Goffman – Excerpts from <i>Stigma</i> Duneier and Molotch – Talking City Trouble: Interactional Vandalism, Social Inequality, and the “Urban Interaction Problem” Case: City Council Acts on rise in ‘opportunist begging’	Sept 16 Bring questions
<b><u>Week 10</u></b> <b>Sept 22</b>	<b>Credit &amp; Debt</b> Andrew Ross - Creditocracy Curtis and Curtis “The Personal Debt Industry: Racist Debt Practices and Pasifika Peoples in New Zealand” Case: (the return of) the debtors’ prison	Sept 23 Debate: total debt forgiveness
<b>PART III: CULTURE &amp; POWER</b>		
<b><u>Week 11</u></b> <b>Sept 29</b>	<b>Hegemony</b> Gramsci – Cultural Hegemony Marcuse – New Forms of Social Control	Sept 30 Bring Questions

\*Excerpts from Scherer & Jackson (2010). *Globalization, sport and corporate nationalism: The new cultural economy of the New Zealand All Blacks*

Case: Sports & leisure

**Week 12**

**Appropriation and Exclusion**

Oct 7

Oct 6

Bourdieu – Distinction

Course review

Du Bois – ‘Double-Consciousness’ in *the Souls of Black Folk*

Case: *Māori* Tattoo and the Whitmill versus Warner Bros.

Case

**Week 13**

**In-Class Test**

Oct 13

**University Policy on Plagiarism**

Students should make sure that all submitted work is their own. Plagiarism is a form of dishonest practice and is defined as copying or paraphrasing another’s work, whether intentionally or otherwise, and presenting it as one’s own (approved University Council, December 2004). In practice this means plagiarism includes any attempt in any piece of submitted work (eg an assignment or test) to present as one’s own work the work of another (whether of another student or a published authority).

Assignments submitted electronically may be checked through the software “Safe Assign” for evidence of copied material. Any matches with other written material may be interpreted as plagiarism if it is not properly cited according to bibliographical standards. Submission of an assignment requiring your student ID and password is an admission that what you submit is your own work.

Any student found responsible for plagiarism in any piece of work submitted for assessment shall be subject to the University’s dishonest practice regulations which may result in various penalties, including forfeiture of marks for the piece of work submitted, a zero grade for the paper, or in extreme cases exclusion from the University.

**Disability**

The Department of Sociology, Gender & Social Work encourages students to seek support if they find they are having difficulty with their studies due to a disability, temporary or permanent impairment, injury, chronic illness or deafness.

Contact

Disability Information and Support

Phone: 479 8235

Email: [disabilities@otago.ac.nz](mailto:disabilities@otago.ac.nz)

Website: [www.otago.ac.nz/disabilities](http://www.otago.ac.nz/disabilities)

### **Kaiāwhina Māori (Te Kete Aronui) - Maori Student Support Officer (Division of Humanities)**

- The Māori Student Support Officer is available to help Maori students enrolled in Humanities papers.
- Contact for any questions, comments or concerns.
- Liaison with academic and general staff with respect to any issues relating to you and your course of study.
- Facilitate access to pastoral care, student services and course planning advice within the university.

Liaison office, 5C9, 5<sup>th</sup> Floor, Arts Building

Telephone: 479 8681

Email: [ana.rangi@otago.ac.nz](mailto:ana.rangi@otago.ac.nz)

### **Pacific Islands Students' Support Officer (Division of Humanities)**

The Pacific Islands Students' Support Officer is available to help Pacific Islands students enrolled in Humanities papers.

- Contact for any questions, comments or concerns.
- Liaison with academic and general staff with respect to any issues relating to you and your course of study.
- Facilitate access to pastoral care, student services and course planning advice within the university.

Liaison office, 5C9a, 5<sup>th</sup> Floor, Arts Building

Telephone: 479 9616

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