

# SOCIOLOGY 1020: Introduction to Sociology 2016-2017

Dr Scott Schaffer

Course Meetings: Tues 4:30pm to 6:30pm, NCB 101

Office Hours: Mon 4:45pm to 5:45pm, Tues 12:45pm to 2pm, or by Skype  
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## FORMALITIES

**Short Course Description:** An examination of the major theoretical perspectives in the field of Sociology, methods of empirical investigation of social phenomena, socialization, group structure, principles of social organization, community structure, population and social change. 2 lecture hours, 1 tutorial hour, 1.0 course.

**Antirequisites:** Sociology 1021e.

## COURSE DESCRIPTION

This course is designed to provide you with an introduction to the discipline of sociology, which is usually defined using some form of "the scientific study of society." As you will find in this course, however, this is a much more difficult thing to engage in than this simple definition indicates. "Society" is all around us -- but do we know what it is? Where it is? Once we figure out what and where society is, then how do we study it? What does this "scientific study" really mean? What do we do with this knowledge once we have it? And, the biggest question of all: Why should we care?

There are many big ideas you will be exposed to this year -- some of them seemingly invisible, some so large and omnipresent they are overwhelming to even consider. Don't worry. Our job is to help you develop the conceptual and analytical tools with which you can begin to get a handle on the myriad of ways in which the social world works on and around you. This will also help you begin to identify the ways and the extent to which you are able to make the world around you your own.

There are a number of tasks you will be asked to engage in this year. First, the obvious -- you must read all of the assigned readings before coming to class. Many of the readings are difficult, and the lectures are intended to illuminate the issues discussed in them. You should not -- and this is your second task -- presume that the ideas put forth in lecture are "the answers to the questions." One of the toughest parts of studying sociology is the realization that there are no "right" or "wrong" answers, only better or worse ones, and it is your job to come up with those answers and to defend them. Third, you will be asked to engage the readings in a variety of ways -- papers, written discussion questions, online group discussions, and in class. Fourth, much of

this course will be dedicated to thinking abstractly about some of the key sociological concepts with which we work every day. Part of the task before you is to work through the different ways in which these concepts are thought of, analyzed, seen in relation to others, and defined, and know that they all represent legitimate and coherent views of society. Finally, you are expected to open yourself up to the materials in this course. They are, as are most university courses, intended to bend your mind, and your task this semester is not to regurgitate what I tell you about these theorists, but to figure out what *you* believe and what *you* can do with what these theorists have to offer you.

Your continual preparation during the year will be crucial to your success. Do not rely on the class discussions to substitute for the readings (and vice versa) – they can't. Do not just “read” (i.e., turn pages and highlight randomly); *read carefully, critically, and deeply*, and think about why the author is saying what they're saying. Ultimately, what you have to say about these texts will be up to you, making this your journey to a better understanding of the world in which you exist.

## COURSE TEXTS

There are two books that are required for the course. They can be purchased through Amazon.ca, Chapters/Indigo, or other online booksellers, and will be available through the UWO Bookstore.

Lorne Tepperman and Angela Kalyta (eds.), *Reading Sociology: Canadian Perspectives*, 2nd edition. ISBN: 9780195441291. (Abbreviated *RS* below.)

David M. Newman, Jodi O'Brien, and Michelle Robertson (eds.), *Sociology: Exploring the Architecture of Everyday Life: Readings*, 10th edition. Bundled with Sociology Career Guide. ISBN: 9781506371429. (Abbreviated *Arch* below.)

There are also a number of required readings on the OWL site for this course. Be sure to read these as well before class sessions. Printed versions of both the course texts and the OWL readings are preferred.

As well, you are asked to regularly read the news — not just your Instagram or Twitter feed, but a real newspaper (or newspaper web site). These should be national newspapers — I recommend *The Globe and Mail* ([theglobeandmail.com](http://theglobeandmail.com)), *The Guardian* ([theguardian.com](http://theguardian.com)), or the weekly news magazine *The Economist* ([www.economist.com/](http://www.economist.com/), subscription required). As a sociology student, it is imperative that you are aware of the events of the day. Questions regarding the sociological import of current events will appear on the examinations for this course.

Finally, every participant in the course should have a good sociological dictionary. If you are in need of one of these, please ask and I can provide you a list.

## ASSIGNMENTS

### Midterm Examinations

55% of course mark

There are three midterm examinations for this course—one halfway through the Fall term (10%), one in the Fall term examination period (20%), and one halfway through the Winter term (25%). A review sheet will be provided to you two weeks in advance of the due date in order to give you time to prepare for them and to consult with me and your teaching assistants.

### Final Examination

30% of course mark

We will have an in-class examination during the Winter term examination period in April. A review sheet will be provided to you two weeks in advance of the end of term in order to give you time to prepare for them and to consult with me and your teaching assistants.

### Tutorials

15% of course mark

Once a week you will meet in a smaller group tutorial setting to discuss the readings, themes, and issues that this course will engage. Your tutorial leader will provide you with assistance in figuring out what's going on in class, and in doing so will engage you in a variety of ways. The teaching assistants for this course will be discussing their assignments and evaluation criteria with you in the first tutorial session. Your active participation in tutorial discussions is an integral part of your learning in this course. *Merely showing up for class does not constitute "course participation," and merely talking off the top of your head does not equal "discussion."*

Tutorial attendance is a **required** component of this course. If a student is absent from more than four tutorials in a term or six across the entire course, ***they will be barred from taking the final examination and will fail the course.***

### Lecture Attendance and Engagement

+0-3% of course mark

Lectures are also a required component for this course, and attendance will be taken in each session. No explicit credit is attached to your lecture attendance; however, I can assure you that your success in this course depends greatly on your attendance in class. At the end of the term, I will adjust your calculated course mark based upon your attendance in class as well as other elements of participation in the course in order to ensure that your final mark reflects your overall performance in the course. I take "participation" as anything that indicates your commitment to doing the best work you are capable of doing – ranging from attentively listening to the contributions of your peers, to thoughtfully contributing to the in-class discussion, to posing questions to me during office hours or via email.

## GRADING POLICIES

In order to pass this course, you must submit *all* assigned work in a timely manner and in accordance with commonly accepted university guidelines. No late papers will be accepted and no make-up examinations will be granted except with academic accommodation as issued by the Social Science Counselling Centre (or your home faculty). You should understand that academic accommodations will not be granted automatically on request. If, due to medical illness, you cannot submit an assignment by the due date, it is your responsibility to follow the University's "Policy on Accommodation for Medical Illness," accessible at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf). I also request that you inform me as soon as possible via email that you are seeking accommodation. This policy also applies to accommodations sought for compassionate circumstances.

The Department of Sociology mandates a particular course mark distribution. As much as possible, the mark you earn in this course will be the mark you will receive. **For 1000-level courses, the course mean should be between 65% and 68%, and there are to be more Bs than As.**

I do my best to ensure that the evaluation of your work is as impartial as possible and reflects the quality of what you submit at the due date and time as measured against the evaluation guidelines. If you have issues with that evaluation, you may submit to the person who evaluated your work a one-page statement of how it is that you think your work as submitted was wrongly evaluated *no sooner than 24 hours after we return the work to you*. We will then meet to discuss the issue. Please note that I reserve the right to elevate your mark, maintain the mark as applied, or to lower the mark depending on that re-evaluation.

## COURSE SCHEDULE

Below is the preliminary schedule of readings and lectures for the course. Generally speaking, we will endeavour to hold to this schedule, so you should plan your time accordingly. Some readings on this list may be dropped in order to ensure adequate coverage of others. Other OWL readings may be added to bring in articles on timely events and issues. I will let you know in advance of these changes.

Your success in university will depend upon your ability to plan out your coursework so that you can complete it all *before* lecture and so that you have time to review your class and reading notes *after* lecture. The expectation is that you will spend two to three hours a week working outside of class for every hour you spend in class, so spending six hours a week on this course is reasonable. I can guarantee you that waiting until the night before the examinations to "cram" the material into your head will not benefit you well.

As you are reading, be sure that you do not attempt to simply turn pages or skim to get through the texts as quickly as possible. "The answers" are "not there"; they require careful reading, careful thinking, note-taking, idea-jotting, mind-mapping, doodles, and any other number of possible ways for you to sort out your ideas about them. They are here to provoke you, to get inside your head and rattle around until they mesh together with some other thing to create A New Idea. Let that happen.

Readings that are marked with an asterisk (\*) are available on OWL (and should be printed out before coming to class). All readings are required for your success in the course.

## FALL TERM

Week 1: Tues Sep 13

9pp +

Welcome to Sociology

Text: *Arch*, pp. 5-13

OWL Readings: Ng; Rudulph; Appelbaum; Straumshein; Reed; Rawlings

Recommended: Spalter-Roth and Van Vooren

**Note:** I will proceed on the first day of class as if you have read these works. I would strongly suggest that you endeavour to do so before class begins, as they will set out the basic themes and issues that we will deal with in the course. If you cannot get to them before the term begins, *do not fret* — you can read them after the first class session and get caught up. :)

C. Wright Mills, "The Promise," from *The Sociological Imagination*

Peter Berger, "Invitation to Sociology"

\* Fiona Ng, "Tinder Has an In-House Sociologist, and Her Job Is to Figure Out What

You Want," *Los Angeles Magazine* (<http://www.lamag.com/longform/tinder-sociologist/>)

\* Heather Wood Rudulph, "5 Fascinating Jobs You Can Get With a Sociology Degree,"

*Cosmopolitan* (<http://www.cosmopolitan.com/career/news/a33025/sociology-degree-jobs-career/>)

\* Yoni Appelbaum, "Why America's Business Majors Are in Desperate Need of a Liberal-Arts Education," *The Atlantic*

(<http://www.theatlantic.com/business/archive/2016/06/why-americas-business-majors-are-in-desperate-need-of-a-liberal-arts-education/489209/>)

\* Carl Straumshein, "Leave It in the Bag," *Inside Higher Education*

(<https://www.insidehighered.com/news/2016/05/13/allowing-devices-classroom-hurts-academic-performance-study-finds>)

\* Shannon Reed, "The 7 things new college students don't know that drive professors crazy," *The Washington Post*

(<https://www.washingtonpost.com/news/parenting/wp/2016/05/03/7-things-new-college-students-need-to-know-so-they-dont-drive-professors-crazy/>)

\* Hunter Rawlings, "College is not a commodity. Stop treating it like one.," *The*

*Washington Post* (<https://www.washingtonpost.com/posteverything/wp/2015/06/09/college-is-not-a-commodity-stop-treating-it-like-one/>)

\* Roberta Spalter-Roth and Nicole Van Vooren, "What are they Doing with a Bachelor's Degree in Sociology?," American Sociological Association Department of Research and Development (<http://www.asanet.org/research/BachelorsinSociology.pdf>)

Week 2: Tues Sep 20

49pp

Start Where You Are: The Risk Society and You

Text: *Arch*, pp. 35-47

OWL Readings: Gardner, *Risk* pp. 1-36

- \* Gardner, *Risk*, Prologue and Chapters 1-2 (“The Risk Society,” “Of Two Minds”) (pp. 1-36)
- \* Barry Glassner, “Culture of Fear”

Week 3: Tues Sep 27

39pp+

How What You Think Can Be Wrong: Fallacies of Thought

OWL Readings: Gardner, pp. 37-68; Sagan; ALA; Popova; Lee and Lebowitz; Information Literacy Module

- \* Gardner, *Risk*, Chapter 3 (“Stone Age Meets Information Age”) (pp. 37-68)
- \* Carl Sagan, “The Fine Art of Baloney Detection,” from *The Demon-Haunted World: Science as a Candle in the Dark*
- \* ALA/ACRL/ANSS Instruction and Information Literacy Committee, “Information Literacy Standards for Anthropology and Sociology Students,”  
[http://www.ala.org/acrl/standards/anthro\\_soc\\_standards](http://www.ala.org/acrl/standards/anthro_soc_standards)
- \* Maria Popova, “Why Time Slows Down When We’re Afraid, Speeds Up As We Age, and Gets Warped on Vacation,” *Brain Pickings*  
(<https://www.brainpickings.org/2013/07/15/time-warped-claudia-hammond/>)
- \* Samantha Lee and Shana Lebowitz, “20 cognitive biases that screw up your decisions,” *Business Insider* (<http://www.businessinsider.com/cognitive-biases-that-affect-decisions-2015-8>)
- \* Complete Information Literacy Module on OWL

Week 4: Tues Oct 4

24pp+

So What Does Sociology Do, Anyway?

Text: *RS*, pp. 1-24

- Peter Eglin, "Intellectual Citizenship and Incarnation: A Reply to Stanley Fish"
- Rick Helmes-Hayes, "Anticipating Burawoy: John Porter's Public Sociology"
- Patricia D. McGuire, "Indigenous Spaces in Sociology"
- Bruce Curtis, "Reading Reflexively"
- Jean-Philippe Warren, "Francophone and Anglophone Sociologists in Canada: Diverging, Converging or Parallel Trends?"

Week 5: Tues Oct 11

45pp

Concepts and Theories: How Sociologists See the World

OWL Readings: Bauman; Williams

- \* Zygmunt Bauman, "Falling in and out of love," pp. 1-37 in Bauman, *Liquid Love*
- \* Joshua Williams, "'Our' 'Common' 'Humanity'," *The Johannesburg Salon*, volume 8 (2015) ([http://jwtc.org.za/resources/docs/salon-volume-8/6\\_Vol8.pdf](http://jwtc.org.za/resources/docs/salon-volume-8/6_Vol8.pdf))

Week 6: Tues Oct 18

11pp+

Watching the World Go By: How and Why Sociologists Observe Social Life

*Fall Midterm I Exam Prep Sheet Distributed and Discussed*

Text: Arch, pp. 29-34, 48-52

OWL Readings: Berrett

- Georg Simmel, "The Metropolis and Mental Life"
- Laura Hamilton and Elizabeth A. Armstrong, "The (Mis)education of Monica and Karen"
- \* Dan Berrett, "Does Engineering Education Breed Terrorists?," *The Chronicle of Higher Education*, Mar 23/2016 (<http://chronicle.com/article/Does-Engineering-Education/235800/>)

### **Week 7: Tues Oct 25: Midterm Examination In Class**

Week 8: Tues Nov 1

15pp+

A One, A Two, A Three: Measuring the Social World

*Guest Speaker: Prof. Michael Haan, Department of Sociology, UWO*

Text: Arch, pp. 55-60; RS, pp. 307-311

OWL Readings: Adler and Adler; Fox, Menezes, and Emamdjomeh; Traag and Franssen; Resnick

- Earl Babbie, "Concepts, Indicators, and Reality"
- Kevin Walby and Michael Haan, "Counting, Caste and Confusion during Census Enumeration in Colonial India)
- \* Patricia Adler and Peter Adler, "The Promise and Pitfalls of Going Into the Field"
- \* Joe Fox, Ryan Menezes, and Armand Emamdjomeh, "Every shot Kobe Bryant ever took. All 30,699 of them.," *Los Angeles Times* Apr 14/2016 (<http://graphics.latimes.com/kobe-every-shot-ever/>)
- \* Vincent Traag and Thomas Franssen, "Revealing the quantitative-qualitative divide in sociology using bibliometric visualization," CWTS (<https://www.cwts.nl/blog?article=n-q2v294&title=revealing-the-quantitative-qualitative-divide-in-sociology-using-bibliometric-visualization>)
- \* Brian Resnick, "What journalists get wrong about social science, according to 20 scientists," Vox (<http://www.vox.com/science-and-health/2016/1/22/10811320/journalists-social-science>)

Week 9: Tues Nov 8

17pp+

Building the Social Order: The Role of Culture

Text: *RS*, pp. 29-41; *Arch*, pp. 69-72

OWL Readings: Hooton; O'Connor; Infante; Obordo, et al.

Steve Garlick, "Maintaining Control? Masculinity and Internet Pornography"

Sarah Knudson, "What a Girl Wants, What a Girl Needs: Examining Cultural Change and Ideas about Gender Equality in Relationship Self-Help Books, 1960-2009"

Stephen Harold Riggins, "The Bonds of Things"

Horace Miner, "Body Ritual Among the Nacirema"

\* Christopher Hooton, "A pair of glasses were left on the floor in a museum and everyone mistook it as art," *The Independent* (<http://www.independent.co.uk/arts-entertainment/art/news/a-pair-of-glasses-were-left-on-the-floor-at-museum-and-everyone-mistook-it-for-art-a7049551.html>)

\* Roisin O'Connor, "Better Life Index: Infographic shows what people around the world value most," *The Independent* (<http://www.independent.co.uk/news/world/better-life-index-infographic-shows-what-people-around-the-world-value-most-10213938.html>)

\* Dave Infante, "There Are Almost No Black People Brewing Craft Beer. Here's Why.," *Thrillist* (<https://www.thrillist.com/drink/nation/there-are-almost-no-black-people-brewing-craft-beer-heres-why>)

\* Rachel Obordo and Guardian readers, "Muslims on Ramadan: 'Fasting is really about mind over matter,'" *The Guardian* ([http://www.theguardian.com/world/2016/jul/05/muslims-on-ramadan-fasting-is-really-about-mind-over-matter?CMP=Share\\_iOSApp\\_Other](http://www.theguardian.com/world/2016/jul/05/muslims-on-ramadan-fasting-is-really-about-mind-over-matter?CMP=Share_iOSApp_Other))

Week 10: Tues Nov 15

28pp+

How You Became You: Socialisation and Identity

Text: *RS*, pp. 51-63; *Arch*, pp. 102-116

Anthony Lombardo, "Online Interactions among Men Who Have Sex with Men: Situated Performances and Sexual Education"

Nancy Beauregard, Andrée Demers, and Louis Gliksman, "The Ecology of Drinking: Revisiting the Role of the Campus Environment on Students' Drinking Patterns"

Nedim Karakayali, "Duality and Diversity in the Lives of Immigrant Children: Rethinking the 'Problem of the Second Generation' in Light of Immigrant Autobiographies"

Hilary Levey Friedman, "Tiger Girls on the Soccer Field"

Nikki Jones, "Working the 'Code'"

Week 11: Tues Nov 22

27pp+

How You *Are* You: Subjectivity and Identity

Text: *RS*, pp. 64-68; *Arch*, pp. 119-141

OWL Readings: Lattier; Anonymous

Brenda L. Beagan, "Even If I Don't Know What I'm Doing I Can Make It Look Like I Know What I'm Doing': Becoming a Doctor in the 1990s"

Erving Goffman, "The Presentation of Self in Everyday Life: Selections"

David Grazian, "The Girl Hunt: Urban Nightlife and the Performance of Masculinity as Collective Activity"

\* Daniel Lattier, "Psychologist: 'Modern Life is Not Good for Mental Health,'"

*Intellectual Takeout* (<http://www.intellectuالتakeout.org/blog/psychologist-modern-life-not-good-mental-health>)

\* Anonymous, "3 Ways My Parents Unintentionally Taught Me that My Consent Didn't Matter," *Everyday Feminism* (<http://everydayfeminism.com/2016/05/teaching-consent-doesnt-matter/>)

Week 12: Tues Nov 29

25pp

Building Social Relationships: Intimacy and Family

*Fall Term Examination Prep Sheet Distributed and Discussed*

Text: *RS*, pp. 99-112; *Arch*, pp. 153-163

Annette Tezli, "Keeping the Family Intact -- The Lived Experience of Sheltered Homeless Families"

Nancy S. Netting, "Love and Arranged-Marriage in India Today: Negotiating Adulthood"

Andrea Doucet, "Gender Equality and Gender Differences: Parenting, Habitus, and Embodiment"

Stephanie Coontz, "The Radical Idea of Marrying for Love"

Week 13: Tues Dec 6

25pp+

Constructing Sameness and Difference: Normalcy, Deviance, and Social Exclusion

*Guest Speaker: Prof. Dale Ballucci, Department of Sociology, UWO*

Text: *RS*, pp. 77-82, 87-90; *Arch*, pp. 187-201

Patrick F. Parnaby and Myra Leyden, "Dirty Harry and the Station Queens: A Mertonian Analysis of Police Deviance"

Dany Lacombe and Christie Barron, "Moral Panic and the Nasty Girl"

Lani Guinier and Gerald Torres, "Watching the Canary"

P.J. McGann, "Healing (Disorderly) Desire: Medical-Therapeutic Regulation of Sexuality"

**Examination Date/Time (TBD): Fall Term Examination**

## WINTER TERM

Week 1: Tues Jan 10 16pp+

"You'll be a Western kid forever...": Education and Social Institutions

Text: *RS*, pp. 117-121, 126-136

OWL Reading: Lehmann

- Maureen Baker, "The Rise of the 'Research University': Gendered Outcomes"  
Sinziana Chira, "From International Universities to Diverse Local Communities?  
International Students in Halifax and Beyond"  
Shaun Chen, "Segregation versus Self-Determination: A Black and White Debate on  
Canada's First Africentric School"  
\* Wolfgang Lehmann, "'They really drill it into you to go to university': Influences on  
working-class students' decision to go to university"

Week 2: Tues Jan 17 40pp

How What You Do Becomes Who You Are: Work, Working, and Workplaces

*Guest Speaker: Prof. Tracey Adams, Department of Sociology, UWO*

Text: *RS*, pp. 145-160; *Arch*, pp. 215-238

- Marjorie DeVault, Murali Venkatesh, and Frank Ridzi, "'Let's Be Friends': Working  
within an Accountability Circuit"  
Tracey L. Adams, "Profession: A Useful Concept for Sociological Analysis?"  
Jean Wallace and Marisa Young, "Work Hard, Play Hard?: A Comparison of Male and  
Female Lawyers' Time in Paid and Unpaid Work and Participation in Leisure  
Activities"  
William Greider, "These Dark Satanic Mills"  
John Van Maanen, "The Smile Factory: Work at Disneyland"  
Yasemin Besen-Cassino, "Cool Stores, Bad Jobs"

Week 3: Tues Jan 24 35pp+

Constructing Inequality I: Class and "Socio-Economic Status"

Text: *RS*, pp. 211-222, 314-319; *Arch*, pp. 241-247, 259-268

OWL Readings: Fitz; Aronowitz; Misra; Crosley-Corcoran; Badger

- Pat Armstrong, "Pay Equity: Yesterday's Issue?"  
Jacqueline Kennelly, "Red Zones, Empty Alleys, and Giant TVs: Low-Income Youths'  
Spatial Account of Olympic Host Cities"  
Arlene Tigar McLaren and Sylvia Parusel, "Parents and Traffic Safety: Unequal Risk  
and Responsibilities to and from School"  
Robert Andersen and Josh Curtis, "The Economy and Public Opinion on Welfare  
Spending in Canada"  
Gregory Mantsios, "Making Class Invisible"  
Nicholas Copeland and Christine Labuski, "The People of Wal-Mart"  
\* Nicholas Fitz, "Economic Inequality: It's Far Worse Than You Think," *Scientific  
American* (<http://www.scientificamerican.com/article/economic-inequality-it-s-far-worse-than-you-think/>)

- \* Nona Willis Aronowitz, "How working-class students get c\*\*\*blocked from hookup culture," *Fusion* (<http://fusion.net/story/307947/working-class-students-hookup-culture-campus/>)
- \* Tanvi Misra, "Geography and Life Expectancy Are Linked for Low-Income Americans," *The Atlantic: CityLab* (<http://www.citylab.com/housing/2016/04/when-youre-poor-where-you-live-determines-how-long-youll-live/477687/>)
- \* Gina Crosley-Corcoran, "Explaining White Privilege to a Broke White Person...", *OccupyWallStreet.net* (<http://occupywallstreet.net/story/explaining-white-privilege-broke-white-person>)
- \* Emily Badger, "The one thing rich parents do for their kids that makes all the difference," *The Washington Post* (<https://www.washingtonpost.com/news/wonk/wp/2016/05/10/the-incredible-impact-of-rich-parents-fighting-to-live-by-the-very-best-schools/>)
- \* Kristin Wong, "The Stuff That Costs More When You're Poor," *Lifehacker: Two Cents* (<http://twocents.lifehacker.com/the-stuff-that-costs-more-when-youre-poor-1783148870>)

Week 4: Tues Jan 31

40pp+

Constructing Inequality II: "Race," "Ethnicity," and "Ethnic" Relations

Text: RS, pp. 238-241, 257-261, 266-269; Arch, pp. 271-288

OWL Readings: Gans; Tiven; Leahy; Slobodian

- Jasmin Zine and Lisa Taylor, "Contested Imaginaries: Reading Muslim Women and Muslim Women Reading Back: Transnational Feminist Reading Practices, Pedagogy and Ethical Concerns"
- Jeffrey S. Denis, "Bridging Understandings: Anishinaabe and White Responses to the Residential School Apology and Prospects for Reconciliation"
- Cora J. Voyageur, "The New Relationship between Social Sciences and the Indigenous Peoples of Canada"
- Michael Omi and Howard Winant, "Racial and Ethnic Formation"
- Mary C. Waters, "Optional Ethnicities"
- Maxwell Leung, "Jeremy Lin's Model Minority Problem"
- \* Herbert J. Gans, "Race as Class"
- \* Lucy Tiven, "How Discrimination Shapes What Your City Looks Like," *attn:* (<http://www.attn.com/stories/8543/how-discrimination-shapes-cities-landscape-design>)
- \* Derek Leahy, "Racial discrimination as fiscal policy 'biggest human rights issue' in Canada," *Ricochet* (<https://ricochet.media/en/1063/racial-discrimination-as-fiscal-policy-biggest-human-rights-issue-in-canada>)
- \* Mayana Slobodian, "State of the First Nations: indigenous Canadians are reclaiming the city," *The Guardian* ([http://www.theguardian.com/cities/2016/jul/06/state-first-nations-most-indigenous-canadians-live-cities?CMP=Share\\_iOSApp\\_Other](http://www.theguardian.com/cities/2016/jul/06/state-first-nations-most-indigenous-canadians-live-cities?CMP=Share_iOSApp_Other))

Week 5: Tues Feb 7

42pp+

Constructing Inequality III: Sex, Gender(s), and Sexual Orientation

Text: RS, pp. 231-237, 242-251; Arch, pp. 291-302; 313-325

OWL Readings: Horowitz; Niemi and Young; Morgan; Girl Up Initiative Agenda; Cauterucci; Greenberg

Sara O'Shaughnessy, "Gold Diggers and Moms: Representations of Women's Identities in Fort McMurray in *Chatelaine*"

Wesley Crichlow, "Hyperheterosexualization, Masculinity, and HIV/AIDS Challenges"

Kathy Bischooping and Riley Olstead, "Spinsters and Suspects: Gender and Moral Citizenship in Poison Pen Mystery Novels"

Kristin A. Hardy, "Fleshy Histories: Fatness, Sex/Gender, and the Medicalized Body in the Nineteenth Century"

Bart Landry, "Black Women and a New Definition of Womanhood"

Eve Shapiro, "New Biomedical Technologies: New Scripts, New Gender"

\* Kate Horowitz, "Study Suggests Disney Princess Culture is Harmful for Little Girls,"

*Mental Floss* (<http://mentalfloss.com/article/81954/study-suggests-disney-princess-culture-harmful-little-girls>)

\* Laura Niemi and Liane Young, "Who Blames the Victim?," *New York Times*

(<http://mobile.nytimes.com/2016/06/26/opinion/sunday/who-blames-the-victim.html>)

\* Kai Morgan, "What is Inclusive Masculinity?," *The Good Men Project*

(<http://goodmenproject.com/featured-content/what-is-inclusive-masculinity-wcz/>)

\* Girl Up Initiative Uganda, "The 2030 Agenda: What role does menstrual hygiene play?," *Global Citizen* (<https://www.globalcitizen.org/en/content/menstruation-hygiene-day-girls/>)

\* Christina Cauterucci, "Brock Turner's Father Sums Up Rape Culture in One Brief Statement," *Slate: XXfactor*

([http://www.slate.com/blogs/xx\\_factor/2016/06/05/brock\\_turner\\_s\\_dad\\_s\\_defense\\_proves\\_w\\_hy\\_his\\_victim\\_had\\_to\\_write\\_her\\_letter.html](http://www.slate.com/blogs/xx_factor/2016/06/05/brock_turner_s_dad_s_defense_proves_w_hy_his_victim_had_to_write_her_letter.html))

\* Jon Greenberg, "Looking for Proof of Male Privilege in Your Daily Life? Here Are 7 Undeniable Examples," *Everyday Feminism*

(<http://everydayfeminism.com/2015/05/proof-male-privilege/>)

Week 6: Tues Feb 14

29pp+

Global Flows of People and Money: Globalization, States, and Societies

Text: *RS*, pp. 270-276, 295-303; *Arch*, pp. 329-333, 342-350

OWL Readings: Wade; Davies; Galka; Misra; Rodrigo

Alan Simmons, "Changing Canadian Immigration and Visa Worker Programs:  
Implications for Nation Building and Social Cohesion"

Harris Ali, "Infectious Disease, Environmental Change, and Social Control"

Nathan Young, "Does a Place Like This Still Matter? Remaking Economic Identity in  
Post-Resource Communities"

Sharmila Rudrappa, "India's Reproductive Assembly Line"

William I. Robinson, ""*¡Aquí Estamos y No Vamos!*": Global Capital and Immigrant  
Rights"

\* Lisa Wade, "A Sociology of Brexit: What Motivated the 'Leave'?", *The Society Pages*  
(<https://thesocietypages.org/socimages/2016/06/25/a-sociology-of-brexit-what-motivated-the-leave/>)

\* Will Davies, "Thoughts on the sociology of Brexit," Political Economy Research  
Centre ([http://www.perc.org.uk/project\\_posts/thoughts-on-the-sociology-of-brexit/](http://www.perc.org.uk/project_posts/thoughts-on-the-sociology-of-brexit/))

\* Max Galka, "All the World's Immigration Visualized in 1 Map," *Metrocosm*  
(<http://metrocosm.com/global-immigration-map/>)

\* Ria Misra, "This Interactive Shows How Far Your Food Traveled to Get to You,"  
*Gizmodo* (<http://gizmodo.com/this-interactive-shows-how-far-your-food-traveled-to-ge-1781911981>)

\* Bobby Rodrigo, "An Awesome Map of World Trade and Shipping,"  
*itakelibertywithmycoffee.com* (<http://www.itakelibertywithmycoffee.com/2016/05/video-awesome-map-world-trade-shipping/>)

Tues Feb 21: Reading Week. No class.

**Week 7: Tues Feb 28: Midterm Examination In Class**

Week 8: Tues Mar 7

19pp+

Nature Nurtures, Too: Sociology of the Environment

Text: RS, pp. 329-336, 343-353

OWL Readings: Smith; Gupta; Romm

Sherrie Steiner, "How Can You Decide about Us without Us?: A Canadian Catastrophe in Copenhagen"

Katja Neves, "The Production of Modernity in Classic American Whale Hunting"

Wilhelm Peekhaus, "Regulating Agricultural Biotechnology in Canada: Paradoxes and Conflicts of a Closed System"

Mark Vardy, "The Science and Politics of Polar Ice"

\* Jack Smith IV, "Google Maps Now Shows You if Climate Change Will Put Your Home Underwater," *Tech.Mic* (<https://mic.com/articles/125218/google-maps-now-shows-you-if-climate-change-will-put-your-home-underwater#.dlt0q6AGb>)

\* Amrita Gupta, "World War III will be fought over water," *Quartz India* (<http://qz.com/691254/world-war-iii-will-be-fought-over-water/>)

\* Joe Romm, "Almost Everything You Know About Climate Change Solutions Is Outdated, Part 1," *ThinkProgress* (<http://thinkprogress.org/climate/2016/05/10/3776465/everything-you-know-climate-change-solutions-outdated/>)

Week 9: Tues Mar 14

44pp+

And now, for something completely different: The Anthropocene

OWL Readings: Davies; Luke; Stone; CBC News

\* Jeremy Davies, *The Birth of the Anthropocene*, Chapter 2 (pp. 41-69)

\* Timothy W. Luke, "Reconstructing social theory and the Anthropocene," *European Journal of Social Theory* OnlineFirst, pp. 1-15

\* Maddie Stone, "Six Signs That We've Entered a New Geologic Age," *Gizmodo* (<http://gizmodo.com/six-signs-that-weve-entered-a-new-geologic-age-1782561487>)

\* CBC News, "North Pole is headed east and humans are the cause," *CBC News* (<http://www.cbc.ca/news/technology/north-pole-drift-1.3530656>)

Week 10: Tues Mar 21

36pp+

The Risk Society Writ Large: Grappling with the Anthropocene

*Final Examination Prep Sheet Distributed and Discussed*

OWL Readings: Dalby; Chernilo; Dvorsky

\* Simon Dalby, "Framing the Anthropocene: The good, the bad, and the ugly," *The Anthropocene Review* 3: 1, pp. 33-51

\* Daniel Chernilo, "The question of the human in the Anthropocene debate," *European Journal of Social Theory* OnlineFirst, pp. 1-17

\* George Dvorsky, "How One in Ten Humans Could Be Wiped Out Within the Next Five Years," *Gizmodo* (<http://gizmodo.com/how-one-in-ten-humans-could-be-wiped-out-within-the-nex-1778468191>)

Week 11: Tues Mar 28

35pp

Futures, Global and Local: Human Agency and Systemic Responsibility in the Anthropocene  
OWL Readings: Schwägerl; Cunha; Knight

- \* Christian Schwägerl, *The Anthropocene: The Human Era and How It Shapes Our Planet*, Chapter 12 and Epilogue (pp. 206-228)
- \* Daniel Cunha, "The geology of the ruling class?," *The Anthropocene Review* 2: 3, pp. 262-66
- \* Jasper Knight, "Anthropocene futures: People, resources and sustainability," *The Anthropocene Review* 2: 2, pp. 152-158

Week 12: Tues Apr 4

36pp+

Architects of New Worlds: Social Change and the Work of Sociology

Text: *RS*, pp. 363-367, 374-380; *Arch*, pp. 363-386

OWL Readings: Diamandis; Bhambra

- Michèle Ollivier, Wendy Robbins, Diane Beauregard, Jennifer Brayton, and Geneviève Sauvé, "Feminist Activists Online: A Study of the PAR-L Research Network"
- Rima Wilkes, Catherine Corrigan-Brown, and Daniel J. Myers, "Packaging Protest: Media Coverage of Indigenous People's Collective Action"
- Walter Winslow, "The Seattle Solidarity Network: A New Approach to Working-Class Social Movements"
- Celene Krauss, "Challenging Power: Toxic Waste Protests and the Politicization of White, Working-Class Women"
- \* Peter Diamandis, "Why the World Is Better Than You Think in 10 Powerful Charts," *Singularity Hub* (<http://singularityhub.com/2016/06/27/why-the-world-is-better-than-you-think-in-10-powerful-charts/>)
  - \* Gurinder K Bhambra, "Committing Sociology: Defending the Public University," *The Sociological Review* (<https://www.thesociologicalreview.com/blog/committing-sociology-defending-the-public-university.html>)

**Final Examination Date (TBD): In-Class Cumulative Final Examination**

## COURSE POLICIES

It is crucial that you read, understand, and agree to these policies. Your continued enrolment in the course constitutes acceptance of these policies and expectations of you during the term. Note that additional information on these policies and other things that might come up during the year can be found in the Course FAQ on OWL.

**Academic Integrity and Plagiarism:** UWO promotes the pursuit of scholarly activity in an open, honest, and responsible manner. All students should act with personal integrity, respect for other students, and help maintain an environment in which all can succeed through the fruits of their efforts. Violations of academic integrity will be treated very seriously. Students are directed to read the appropriate policy, specifically the definition of what constitutes a Scholastic Offence, at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Computer-marked multiple-choice examinations may be subject to submission for similarity review that will check for unusual coincidences in answer patterns that may indicate cheating.

**Accessibility.** Please contact me if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519/661.2111 x82147 for any specific question regarding an accommodation.

**Attendance.** Your attendance in class sessions is expected and constitutes part of your mark. The standard provisions regarding absences excused by the Social Science Counselling Centre on medical or compassionate grounds hold; however, those will be the only absences that will be excused. If you are unable to attend a class session for medical or compassionate reasons, you must inform me as soon as possible. Updates on attendance records will be provided on request.

**Communications:** Email is my preferred method of contact. Any professor should tell you this: **Write your emails to me as you would want any letter of recommendation I might write on your behalf written for you.** They should be professionally prepared, spell- and grammar-checked, and not written in “text message” format. They should account for the highest degree the person has (hence, I am “Dr Schaffer” or “Professor Schaffer,” or even “Schaffer,” not “Mr Schaffer”), and they should be respectful of the recipient. Be sure to always sign them; if your email address is “HotKitty642@aol.com” and you don’t sign it, I will presume it is spam and treat it accordingly.

**Laptop Policy:** This course is not a dictation course, and you cannot expect to learn what this course has to offer simply by taking down every word that is said (or checking your Facebook during lectures). Research has shown that students who take “paper notes” generally perform better in courses than those who take notes with laptops; and laptop usage can be distracting for those seated behind you, reducing their attention in class as well. **Laptops are generally prohibited in this course.** However, if you believe that your academic performance will be unduly disadvantaged by not being able to use a laptop and can provide a compelling reason for this, please come discuss the matter with me. All students granted leave to use a laptop in class will be required to sit in the last row or in a location to be arranged so as not to distract others. I

reserve the right to ask students to cease using laptops if their use becomes distracting to other students.

**Mental Health.** Students who are in emotional or mental distress should refer to Mental Health @ Western ([http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html)) for a complete list of options for how to obtain help.

**Mobile Phone Policy:** All phones are to be shut off at the start of class, except if you have a dire emergency that you are having to attend to (such as an immediate family member's illness or hospitalization, or your spouse's/domestic partner's impending delivery), in which case you need to let me know at the start of class. Phones that go off in class will have messages taken and delivered publicly. Text messaging is absolutely prohibited during class times, whether on smart phones or smart watches.

**Other Important Issues: *My Pedagogical Prime Directive is No BS.*** This course outline details what I require of my students, and should you meet those requirements, you can expect an intellectually fulfilling class session and course. If you fail to meet those requirements, I reserve the right to excuse you from the class session, either individually or collectively, as I firmly believe that you cannot adequately benefit from what goes on in my classroom without having put in the necessary preparation before class and the necessary engagement in class. I also have nearly twenty years' evidence for this belief, should you need it. I hope that you will not.

I will actively work to respond to issues that come up in class, either during the term or on a daily basis. To that end, I reserve the right to change, adapt, or amend this course outline, the reading schedule, and other policy issues at any time in order to make possible the improvement of the course; *however, I will only do so with the consent of and input from the class as a whole.* Finally, any issues that you feel are impacting on your ability to do well in the course, whether they are issues inside or outside the classroom, should be brought to me *directly and firstly* as soon as possible. If the issue is not adequately resolved through the discussion with me, you need to follow the Sociology department's protocols for addressing a grievance. I take what goes on in this course very seriously and personally; I hope you will as well.

## COURSE EXPECTATIONS & LEARNING OUTCOMES

As with any university course, you are expected to be fully engaged in this course and able to be responsible for your own learning. In order to do that, you should be prepared to meet the following expectations:

- ◆ Consistent attendance in class sessions, with you having read the materials prior to class, being prepared to discuss the materials, to pose any questions that you have, and to engage yourself and others in the learning process;
- ◆ Attendance in my office hours whenever you have a question or need help in understanding the materials or issues under discussion;
- ◆ Thoughtful reflection on the course materials and issues prior to coming to class, thoughtful discussion of these materials and issues during class sessions, and further reflection and engagement with them after class;
- ◆ The diligent pursuit of all assignments, with you committed to doing your best work on each one and dedicated to improving the quality of that “best work” throughout the term;
- ◆ And, overall, your commitment to giving us your best work in every class session and throughout the term.

If you engage with and meet these expectations, you can expect that by the end of this term, you will be able to do the following (among other things that you’ll be surprised you’ve learned how to do and discovered about yourself):

- ◆ Understand some of the key ideas and concepts in sociology and how they underpin the discipline of sociology;
- ◆ Display a facility with reading sociological literature and identifying logical connections between different sociological writings;
- ◆ Demonstrate competency in the use of the sociological imagination for engaging with current events at the various levels of sociological analysis and social life;
- ◆ Develop an improved ability to cogently discuss and analysis social institutions, relations, and practices; and,
- ◆ Understand and discuss the importance of a sociological perspective for living in Canadian society and on Terra today.

## CONDENSED READING SCHEDULE

Date	Readings/Examinations
Sep 13	<i>Arch</i> , pp. 5-13   *Ng   *Rudolph   *Appelbaum   *Straumshein   *Reed   *Rawlings Recommended: *Spalter-Roth and Van Vooren
Sep 20	* <i>Risk</i> , Prologue and Chapters 1-2   <i>Arch</i> , pp. 35-47
Sep 27	* <i>Risk</i> , Chapter 3   *Sagan   *Popova   *Lee and Lebowitz   *ALA/ACRL/ANSS Instruction and Information Literacy Committee   *Information Literacy Module
Oct 4	<i>RS</i> , pp. 1-24
Oct 11	*Bauman   *Williams
Oct 18	<i>Arch</i> , pp. 29-34, 48-52   *Berrett
<b>Oct 25</b>	<b>Fall Midterm Examination</b>
Nov 1	<i>Arch</i> , pp. 55-60   <i>RS</i> , pp. 307-322   *Adler and Adler   *Fox, Menezes, and Emamdjomeh   *Traag and Franssen   *Resnick
Nov 8	<i>RS</i> , pp. 29-41   <i>Arch</i> , pp. 69-72   *Hooton   *O'Connor   *Infante   *Obordo
Nov 15	<i>RS</i> , pp. 51-63   <i>Arch</i> , pp. 102-116
Nov 22	<i>RS</i> , pp. 64-68   <i>Arch</i> , pp. 119-141   *Lattier   *Anonymous
Nov 29	<i>RS</i> , pp. 99-112   <i>Arch</i> , pp. 153-163
Dec 6	<i>RS</i> , pp. 77-90   <i>Arch</i> , pp. 187-201
<b>Fall Exam Period</b>	<b>Fall Term Examination</b>
Jan 10	<i>RS</i> , pp. 117-121, 126-136   *Lehmann
Jan 17	<i>RS</i> , pp. 145-160   <i>Arch</i> , pp. 215-238
Jan 24	<i>RS</i> , pp. 211-222, 314-319   <i>Arch</i> , pp. 241-247, 259-268   *Fitz   *Aronowitz   *Misra   *Crosley-Corcoran   *Badger
Jan 31	<i>RS</i> , pp. 238-241, 257-261   <i>Arch</i> , pp. 271-288   *Gans   *Tiven   *Leahy   *Slobodian
Feb 7	<i>RS</i> , pp. 231-237, 242-251   <i>Arch</i> , pp. 291-302, 313-325   *Horowitz   *Niemi and Young   *Morgan   *Girl Up Initiative Agenda   *Cauterucci   *Greenberg

Date	Readings/Examinations
Feb 14	<i>RS</i> , pp. 270-276, 295-303   <i>Arch</i> , pp. 329-333, 342-350   *Wade   *Davies   *Galka   *Misra   *Rodrigo
<b>Feb 28</b>	<b>Winter Midterm Examination</b>
Mar 7	<i>RS</i> , pp. 329-336, 343-353   *Smith   *Gupta   * Romm
Mar 14	*Davies   *Luke*   *Stone   *CBC News
Mar 21	*Dalby   *Chernilo   *Dvorsky
Mar 28	*Schwägerl   *Cunha   *Knight
Apr 4	<i>RS</i> , pp. 363-367, 374-380   <i>Arch</i> , pp. 363-386   *Diamandis   *Bhambra
<b>Winter Exam Period</b>	<b>Final (Cumulative) Examination</b>