

SOCIOLOGY 1020 - 001: Introduction to Sociology

2018-2019

Dr Scott Schaffer

Course Meetings: Tues 4:30pm to 6:30pm, HSB 40

Office Hours: Weds 10am to 12pm and 4:45pm to 5:45pm, 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. *The Sociology Project* REVEL can be purchased through the publisher's site at <http://catalogue.pearsoned.ca/educator/product/REVEL-for-The-Sociology-Project-Introducing-the-Sociological-Imagination-First-Canadian-Edition-Access-Card/9780134613611.page>.

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

Kirsten Kramar, et al., *The Sociology Project: Introducing the Sociological Imagination, Canadian Edition*. For this text, you can purchase the online-only REVEL version (ISBN: 9780134613611) or the combination of the online REVEL version and a loose-leaf print version (ISBN: 9780134653549). (Abbreviated TSP below.) You *must* have access to the online version of the text in order to complete quizzes.

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), *The Guardian* (theguardian.com), or the weekly news magazine *The Economist* (theeconomist.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

50% of course mark

There are three midterm examinations for this course—one on Oct 30/2018 (10%), one in the Fall term examination period (20%), and one after Reading Week on Feb 26/2019 (20%). A review sheet will be provided to you two weeks in advance of the exam dates 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 a final 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

20% 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 without accommodation, **they will be barred from taking the final examination and will fail the course**. Tutorial marks will be given at the time of each examination (so, 10% each term, or 5% each half-term).

Quizzes

See below

Each chapter in *The Sociology Project* has a set of quizzes, available on the REVEL website or through the REVEL app. These are intended to give you a self-assessment tool to evaluate whether or not you understood that chapter's material. Each chapter quiz needs to be completed *prior to the start of that week's lecture*.

Quizzes that are completed prior to the start of lecture will be including in assessing the Lecture Attendance and Engagement mark below. Only the percentage of quizzes completed — not the mark attained — will go to this assessment.

Lecture Attendance and Engagement

+0-5% of course mark

Lectures and general engagement with the course are also required components for this course, and attendance will be taken randomly. 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. The number of *TSP* quizzes you complete before the start of class will also go to your Lecture Engagement mark.

At the end of the term, I reserve the right to 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 completing *TSP* quizzes to 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.

Note: Please see the Course FAQ, available on OWL, for guidance regarding when you should begin being concerned about your Lecture Engagement mark. This mark takes into account your performance during the entire year.

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 you have a conflict with one of the listed examination dates, it is your responsibility to discuss it with the Academic Counselling office as soon as possible, but no later than one week before the regularly-scheduled exam.

If you miss an examination, including any makeup exam, due to illness or for any other unforeseen reason, you must notify me within 24 hours of the missed exam. You must *then* provide notification and documentation to your Academic Counsellor within 48 hours.

There will be one makeup date set by the Department of Sociology for students who have approved accommodation to write a makeup exam. This makeup exam may or may not be in the same format as the original exam. If a student misses a makeup exam due to sickness or another documented reason, then the weight of the exam will be added to the weight of the final examination. In cases where there is no justification for the absence, the student will receive a zero (0) for the exam.

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 68% and 72%, 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.

Please email me an image of a dragon to indicate that you have read this far in the course outline and agree to the terms.

LECTURE AND READING 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. You should *definitely* prioritize the readings in *TSP* and *RS*, as well as any readings on OWL that are double-asterisked (**). The other readings are meant to give you current and contemporary illustrations of the sociological phenomena and ideas that we are studying. They are "fair game" for the examinations.

FALL TERM

Week 1: Tues Sep 11

22pp+

Welcome to Sociology

Text: TSP, ch. 1 (pp. 1-22)

OWL Readings: Ng; Rudulph; Bennett; 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. :)

Jeff Manza, Lynne Haney, and Richard Arum, "The Sociological Imagination" (TSP, ch. 1)

* 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/>)

** Jessica Bennett, "On Campus, Failure Is on the Syllabus," *New York Times* (<https://www.nytimes.com/2017/06/24/fashion/fear-of-failure.html?hpw&rref=fashion&action=click&pgtype=Homepage&module=well-region®ion=bottom-well&WT.nav=bottom-well>)

** 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 18

12+pp

The Face of Sociology: What Sociology Looks Like

Text: *RS*, chs. 1, 2, 48 (pp. 3-10, 266-269)

OWL Readings: Hochschild; Bourdieu

- Peter Eglin, "Intellectual Citizenship and Incarnation: A Reply to Stanley Fish" (*RS*, ch. 1)
- Rick Helmes-Hayes, "Anticipating Burawoy: John Porter's Public Sociology" (*RS*, ch. 2)
- Cora J. Voyageur, "The New Relationship between the Social Sciences and the Indigenous Peoples of Canada" (*RS*, ch. 48)
- ** Arlee Russell Hochschild, "The Ecstatic Edge of Politics: Sociology and Donald Trump," *Contemporary Sociology* 45: 6 (2016), pp. 683-689
- ** Pierre Bourdieu, selections from *Political Interventions: Social Science and Political Action*

Week 3: Tues Sep 25

41pp+

Asking Good Questions, Finding Good Evidence, Debunking Bad Arguments

Text: *TSP*, ch. 3 (pp. 61-92); *RS*, chs. 4, 55 (pp. 16-19, 307-311)

OWL Readings: Sagan; Lee and Lebowitz; Information Literacy Module; Adler and Adler; Fox, Menezes, and Emamdjomeh; Traag and Franssen; Resnick

- Lynne Haney, "Studying the Social World" (*TSP*, ch. 3)
- Bruce Curtis, "Reading Reflexively" (*RS*, ch. 4)
- Kevin Walby and Michael Haan, "Counting, Caste, and Confusion during Census Enumeration in Colonial India" (*RS*, ch. 55)
- * Carl Sagan, "The Fine Art of Baloney Detection," from *The Demon-Haunted World: Science as a Candle in the Dark*
- * 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
- * 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 4: Tues Oct 2 **38pp**
The Difference between Journalism and Sociology: Theory and Analysis

Text: *TSP*, ch. 2 (pp. 23-60)

Jeff Manza, Thomas Ertman, Lynne Haney, and Steven Lukes, "Social Theory" (*TSP*, ch. 2)

Tues Oct 9: Reading Week. No class. Catch up or get ahead on reading.

Week 5: Tues Oct 16 **32pp**
Fall Midterm I Exam Prep Sheet Distributed and Discussed

From Little Ants...: Individuals and Social Interaction (Levels of Analysis I)

Text: *TSP*, ch. 4 (pp. 92-114); *RS*, chs. 7, 10 (pp. 33-38, 51-54)

- Harvey Molotch, "Social Interaction" (*TSP*, ch. 4)
- 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" (*RS*, ch. 7)
- Anthony P. Lombardo, "Online Interactions among Men Who Have Sex with Men: Situated Performances and Sexual Education" (*RS*, ch. 10)

Week 6: Tues Oct 23 **37pp+**
... to the Architecture: Social Structure and Socialization (Levels of Analysis II)

Text: *TSP*, ch. 5 (pp. 115-140); *RS*, chs. 11, 13 (pp. 54-60, 64-68)

OWL Readings: Berrett

- Jeff Manza, "Social Structure" (*TSP*, ch. 5)
- Nancy Beauregard, Andrée Demers, and Louis Gliksman, "The Ecology of College Drinking: Revisiting the Role of the Campus Environment on Students' Drinking Patterns" (*RS*, ch. 11)
- 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" (*RS*, ch. 13)
- * 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 30: Midterm Examination In Class

Week 8: Tues Nov 6

47pp+

Key Elements of Sociology I: Power

Text: *TSP*, ch. 7 (pp. 169-196); *RS*, chs. 3, 46, 67 (pp. 11-16, 257-262, 374-381)

Steven Lukes and Jeff Manza, "Power and Politics" (*TSP*, ch. 7)

Patricia D. McGuire, "Indigenous Spaces in Sociology" (*RS*, ch. 3)

Jeffrey S. Denis, "Bridging Understandings: Anishinaabe and White Perspectives on the Residential School Apology and Prospects for Reconciliation" (*RS*, ch. 46)

Rima Wilkes, Catherine Corrigan-Brown, and Daniel J. Myers, "Packaging Protest: Media Coverage of Indigenous People's Collective Action" (*RS*, ch. 67)

Week 9: Tues Nov 13

49pp+

Key Elements of Sociology II: Stratification, Inequality, and Class

Text: *TSP*, ch. 9 (pp. 222-258); *RS*, ch. 39, 57 (pp. 219-223, 314-320)

Florencia Torche, Richard Arum, and Jeff Manza, "Social Stratification, Inequality, and Poverty" (*TSP*, ch. 9)

Arlene Tigar McLaren and Sylvia Parusel, "Parents and Traffic Safety: Unequal Risks and Responsibilities to and from School" (*RS*, ch. 39)

Robert Andersen and Josh Curtis, "The Economy and Public Opinion on Welfare Spending in Canada" (*RS*, ch. 57)

Week 10: Tues Nov 20

45pp+

Key Elements of Sociology III: "Race," Ethnicity, and Immigration

Text: *TSP*, ch. 10 (pp. 259-288); *RS*, chs. 12, 25, 49 (pp. 61-64, 132-136, 270-276)

Ann Morning and Guillermina Jasso, "Race and Ethnicity" (*TSP*, ch. 10)

Nedim Karakayali, "Duality and Diversity in the Lives of Immigrant Children: Rethinking the 'Problem of the Second Generation' in Light of Immigrant Autobiographies" (*RS*, ch. 12)

Shaun Chen, "Segregation versus Self-Determination: A Black and White Debate on Canada's First Africentric School" (*RS*, ch. 25)

Alan Simmons, "Changing Canadian Immigration and Foreign Worker Programs: Implications for Social Cohesion" (*RS*, ch. 49)

Week 11: Tues Nov 27

46pp+

Key Elements of Sociology IV: Gender, Sex, Sexuality, and Bodies

Text: *TSP*, ch. 11 (pp. 289-316); *RS*, chs. 17, 42, 43, 45 (pp. 87-91, 235-242, 246-251)

OWL Readings: Anonymous

- Paula England, "Gender and Sexuality" (*TSP*, ch. 11)
- Christie Barron and Dany Lacombe, "Moral Panic and the Nasty Girl" (*RS*, ch. 17)
- Wesley Crichlow, "Hyperheterosexualization, Masculinity, and HIV/AIDS Challenges in the Caribbean" (*RS*, ch. 42)
- Jasmin Zine and Lisa Taylor, "Contested Imaginaries: Reading Muslim Women and Muslim Women Reading Back: Transnational Feminist Reading Practices, Pedagogy, and Ethical Concerns" (*RS*, ch. 43)
- Kristen A. Hardy, "Fleshy Histories: Fatness, Sex/Gender, and the Medicalized Body in the Nineteenth Century" (*RS*, ch. 45)

Week 12: Tues Dec 4

39pp

Key Elements of Sociology V: Nation and Globalization

Fall Term Examination Prep Sheet Distributed and Discussed

Text: *TSP*, ch. 20 (pp. 576-600); *RS*, chs. 9, 51-52 (pp. 42-47, 287-294)

- Vivek Chibber, "Globalization" (*TSP*, ch. 20)
- Slobodan Drakulic, "Nationalism from Below" (*RS*, ch. 9)
- Suzan Ilcan and Rob Aitken, "United Nations and Early Post-war Development: Assembling World Order" (*RS*, ch. 51)
- Claudio Colaguori and Carlos Torres, "Policing Terrorism in the Post-9/11 Era: Critical Challenges and Concerns" (*RS*, ch. 52)

Examination Date/Time (TBD): Fall Term Examination

WINTER TERM

Week 1: Tues Jan 8

52pp+

The Sociology of Culture, Media, and Communication

Text: *TSP*, ch. 6 (pp. 141-168); *RS*, chs. 6, 61, 64, 66 (pp. 29-33, 337-342, 357-363, 368-374)

Eric Klinenberg, "Culture, Media, and Communication" (*TSP*, ch. 6)

Steve Garlick, "Maintaining Control? Masculinity and Internet Pornography" (*RS*, ch. 6)

Mark C.J. Stoddart and Laura MacDonald, "'Keep it Wild, Keep it Local': Comparing News Media and the Internet as Sites for Environmental Movement Activism for Jumbo Pass, British Columbia" (*RS*, ch. 61)

Helga Kristin Hallgrimsdottir, Rachel Phillips, and Cecilia Benoit, "Fallen Women and Rescued Girls: Social Stigma and Media Narratives of the Sex Industry in Victoria, BC, from 1980 to 2005" (*RS*, ch. 64)

Linda Quirke, "'Keeping Young Minds Sharp': Children's Cognitive Stimulation and the Rise of Parenting Magazines, 1959-2003" (*RS*, ch. 66)

Week 2: Tues Jan 15

44pp+

The Sociology of Education

Text: *TSP*, ch. 14 (pp. 389-418); *RS*, chs. 22-24 (pp. 117-132)

Recommended OWL Reading: Lehmann

Caroline H. Persell with Dirk Witteveen, "Education" (*TSP*, ch. 14)

Maureen Baker, "The Rise of the 'Research University': Gendered Outcomes" (*RS*, ch. 22)

Matthew Lange, "Education, Ethnonationalism, and Non-violence in Québec" (*RS*, ch. 23)

Sinziana Chira, "From International Universities to Diverse Local Communities? International Students in Halifax and Beyond" (*RS*, ch. 24)

* Wolfgang Lehmann, "'They really drill it into you to go to university': Influences on working-class students' decision to go to university"

Week 3: Tues Jan 22

41pp+

Sociology at Work: Markets, Organizations, and Work

Text: *TSP*, ch. 8 (pp. 197-221); *RS*, chs. 28-29, 37 (pp. 150-161, 211-214)

Richard Arum and Jeff Manza, "Markets, Organizations, and Work" (*TSP*, ch. 8)

Tracey L. Adams, "Profession: A Useful Concept for Sociological Analysis?" (*RS*, ch. 28)

Jean E. Wallace and Marisa C. Young, "Work Hard, Play Hard?: A Comparison of Male and Female Lawyers' Time in Paid and Unpaid Work and Participation in Leisure Activities" (*RS*, ch. 29)

Pat Armstrong, "Pay Equity: Yesterday's Issue?" (*RS*, ch. 37)

Week 4: Tues Jan 29

53pp+

The Sociology of Families and Intimacy

Text: TSP, ch. 12 (pp. 317-350); RS, chs. 18-21 (pp. 95-113)

Kathleen Gerson, "Families and Family Life" (TSP, ch. 12)

Patrizia Albanese, "The More Things Change... the More We Need Child Care: On the Fortieth Anniversary of the *Report on the Royal Commission on the Status of Women*" (RS, ch. 18)

Annette Tézli, "Keeping the Family Intact: The Lived Experience of Sheltered Homeless Families" (RS, ch. 19)

Nancy S. Netting, "Love and Arranged Marriage in India Today: Negotiating Adulthood" (RS, ch. 20)

Andrea Doucet, "Gender Equality and Gender Differences: Parenting, Habitus, and Embodiment (The 2008 Porter Lecture)" (RS, ch. 21)

Week 5: Tues Feb 5

49pp+

The Sociology of Health, Health Care, and Medicine

Text: TSP, ch. 15 (pp. 419-439); RS, chs. 33-36 (pp. 189-206)

Ruth Horowitz and Jennifer Jennings, with Owen Whooley, "Health and Medicine" (TSP, ch. 15)

Jeff Stepinsky, "Biocitizenship and Mental Health in a Canadian Context" (RS, ch. 33)

Reza Nakhaie and Robert Arnold, "Love and Changes in Health" (RS, ch. 34)

Carol Berenson, "Menstruation by Choice: The Framing of a Controversial Issue" (RS, ch. 35)

Rebecca Scott, "Placentations" (RS, ch. 36)

Week 6: Tues Feb 12

57pp+

The Sociology of Crime, Deviance, and Social Control

Text: TSP, ch. 16 (pp. 440-476); RS, chs. 14-16, 38 (pp. 73-87, 214-219)

Troy Duster and Jeff Manza, "Crime, Deviance, and Social Control" (TSP, ch. 16)

Michael C. Adorjan, "Emotions Contests and Reflexivity in the News: Examining Discourse on Youth Crime in Canada" (RS, ch. 14)

Patrick F. Parnaby and Myra Leyden, "Dirty Harry and the Station Queens: A Mertonian Analysis of Police Deviance" (RS, ch. 15)

Frances M. Shaver, "Legislative Approaches to Prostitution: A Critical Introduction" (RS, ch. 16)

Tues Feb 19: Reading Week. No class. Get ready for...

Week 7: Tues Feb 26: Midterm Examination In Class

Week 8: Tues Mar 5

57pp+

Nature Nurtures, Too: Sociology of the Environment

Text: *TSP*, ch. 18 (pp. 512-547); *RS*, chs. 54, 59-60, 63 (pp. 298-303, 329-337, 348-353)

Colin Jerolmack, "Environmental Sociology" (*TSP*, ch. 18)

Nathan Young, "Does a Place Like This Still Matter? Remaking Economic Identity in Post-Resource Communities" (*RS*, ch. 54)

Sherrie Steiner, "'How Can You Decide about Us without Us?': A Canadian Catastrophe in Copenhagen" (*RS*, ch. 59)

Katja Neves, "The Production of Modernity in Classic American Whale Hunting" (*RS*, ch. 60)

Mark Vardy, "The Science and Politics of Polar Ice" (*RS*, ch. 63)

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

* 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 12

50pp+

Birth, Movement, Aging, Death: The Sociology of Populations and Life Courses

Text: *TSP*, ch. 19 (pp. 548-575); *RS*, chs. 30-32 (163-184)

Lawrence L. Wu, "Population" (*TSP*, ch. 19)

Zenaida Ravanera and Roderic Beaujot, "Childlessness and Socio-Economic Characteristics: What Does the Canadian 2006 General Social Survey Tell Us?" (*RS*, ch. 30)

Laura M. Funk and Karen M. Kobayashi, "'Choice' in Filial Care Work: Moving Beyond a Dichotomy" (*RS*, ch. 31)

Frank Trovato and Nirannanilathu Lalu, "From Divergence to Convergence: The Sex Differential in Life Expectancy in Canada, 1971-2000" (*RS*, ch. 32)

Week 10: Tues Mar 19

30-50pp

Case Study: Membership and Social Inclusion/Exclusion — Conceptual Frames

Required OWL Readings: Gingrich and Lightman; Allman

Recommended OWL Reading: Marci

- * Luann Good Gingrich and Naomi Lightman, "The Empirical Measurement of a Theoretical Concept: Tracing Social Exclusion among Racial Minority and Migrant Groups in Canada," *Social Inclusion* 3: 4 (2015), pp. 98-111.
- * Dan Allman, "The Sociology of Social Inclusion," *Sage Open* Jan-Mar 2013, pp. 1-16.

Recommended: * Tito Marci, "Social inclusion in terms of hospitality," *International review of Sociology—Revue Internationale de Sociologie* 23: 1 (2013), pp. 180-199.

Week 11: Tues Mar 26

50-58pp

Case Study: Social Exclusion, the Genesis of Hate, and Obedience

OWL Readings: Sartre, Weber, Milgram

Recommended OWL Readings: Fennis and Aarts

- * Jean-Paul Sartre, selections from *Anti-Semite and Jew: An Exploration of the Etiology of Hate*
- * Max Weber, "Politics and the State"
- * Stanley Milgram, "The Dilemma of Obedience," *The Phi Delta Kappan* 55: 9 (May 1974), pp. 603-606.

Recommended: * Bob M. Fennis and Henk Aarts, "Revisiting the agentic shift: Weakening personal control increases susceptibility to social influence," *European Journal of Social Psychology* 42 (2012), pp. 824-831.

Continued on next page...

Week 12: Tues Apr 2

43-52pp

Case Study: Moving from Social Exclusion to Social Inclusion — Ethics

Final Examination Prep Sheet Distributed and Discussed

OWL Readings: Plaut, et al.; Beaman — plus two of Cappo and Verity; Correa-Velez, Gifford and Barnett; Arthurson and Baum

Victoria C. Plaut, Flannery G. Garnett, Laura E. Buffardi, and Jeffrey Sanchez-Burks, "'What About Me?' Perceptions of Exclusion and Whites' Reactions to Multiculturalism," *Journal of Personality and Social Psychology* 101: 2 (Aug 2011), pp. 337-353.

Lori G. Beaman, "Policy, Integration, Action, and Social Inclusion in Canada," *Studies in Interreligious Dialogue* 25: 2 (2015), pp. 181-198.

Plus two of the following:

David Cappo and Fiona Verity, "Social Inclusion and Integrative Practices," *Social Inclusion* 2: 1 (2014), pp. 24-33.

Ignacio Correa-Velez, Sandra M. Gifford, and Adrian G. Barnett, "Longing to belong: Social inclusion and wellbeing among youth with refugee backgrounds in the first three years in Melbourne, Australia," *Social Science & Medicine* 71: 8 (Oct 2010), pp. 1399-1408.

Kathy Arthurson and Scott Baum, "Making space for social inclusion in conceptualising climate change vulnerability," *Local Environment* 20: 1 (2015), pp. 1-17.

Week 13: Tues Apr 9

51pp+

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

Text: *TSP*, ch. 17 (pp. 477-511); *RS*, chs. 56, 62, 65 (pp. 311-314, 343-348, 363-368)

Jeff Goodwin, "Social Movements and Revolutions" (*TSP*, ch. 17)

Dominique Clément, "Canada's Rights Revolution: Social Movements and Social Change, 1937-1982" (*RS*, ch. 56)

Wilhelm Peekhaus, "Regulating Agricultural Biotechnology in Canada: Paradoxes and Conflicts of a Closed System" (*RS*, ch. 62)

Michèle Ollivier, Wendy Robbins, Diane Beauregard, Jennifer Brayton, and Geneviève Sauvé, "Feminist Activists Online: A Study of the PAR-L Research Network" (*RS*, ch. 65)

* 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/>)

- * Gurminder K Bhambra, "Committing Sociology: Defending the Public University," *The Sociological Review* (http://www.thesociologicalreview.com/blog/committing-sociology-defending-the-public-university.html?utm_content=buffer5b66&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer)

Final Examination Period (TBD): 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.

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:

Laptops are generally prohibited in this course. 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.

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.

The use of tablets/iPads for taking handwritten notes (i.e., horizontal on the table) is acceptable. You may also record my lectures for notetaking at a later date.

Mental Health.

Students who are in emotional or mental distress should refer to Mental Health @ Western (https://www.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 AND 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

Readings not in *TSP* or *RS* are available on OWL. Quizzes on *TSP* are due before the start of lecture.

Date	Readings/Examinations
Sep 11	<i>TSP</i> , ch. 1; Ng; Rudolph; Bennett; Appelbaum; Straumshein; Reed; Rawlings (rec: Spalter-Roth and Van Vooren)
Sep 18	<i>RS</i> , chs. 1, 2, 48; Hochschild; Bourdieu
Sep 25	<i>TSP</i> , ch. 3; <i>RS</i> , chs. 4, 55; Sagan; Lee and Lebowitz; Information Literacy Module; Adler and Adler; Fox, Menezes, and Emamdjomeh; Traag and Franssen; Resnick
Oct 2	<i>TSP</i> , ch. 2
Oct 9	Reading Week — No class.
Oct 16	<i>TSP</i> , ch. 4; <i>RS</i> , chs. 7, 10
Oct 23	<i>TSP</i> , ch. 5; <i>RS</i> , chs. 11, 13; Berrett
Oct 30	Fall Midterm Examination (10% + 5% tutorial)
Nov 6	<i>TSP</i> , ch. 7; <i>RS</i> , chs. 3, 46, 67
Nov 13	<i>TSP</i> , ch. 9; <i>RS</i> , chs. 39, 57
Nov 20	<i>TSP</i> , ch. 10; <i>RS</i> , chs. 12, 25, 49
Nov 27	<i>TSP</i> , ch. 11; <i>RS</i> , chs. 17, 42, 43, 45; Anonymous
Dec 4	<i>TSP</i> , ch. 20; <i>RS</i> , chs. 9, 51-52
Fall Exam Period	Fall Term Examination (20% + 5% tutorial)
Jan 8	<i>TSP</i> , ch. 6; <i>RS</i> , chs. 6, 61, 64, 66
Jan 15	<i>TSP</i> , ch. 14; <i>RS</i> , chs. 22-24 (rec: Lehmann)
Jan 22	<i>TSP</i> , ch. 8; <i>RS</i> , chs. 28-29, 37
Jan 29	<i>TSP</i> , ch. 12; <i>RS</i> , chs. 18-21
Feb 5	<i>TSP</i> , ch. 15; <i>RS</i> , chs. 33-36
Feb 12	<i>TSP</i> , ch. 16; <i>RS</i> , chs. 14-16, 38
Feb 19	Reading Week — No class.
Feb 26	Winter Midterm Examination (20% + 5% tutorial)

Date	Readings/Examinations
Mar 5	<i>TSP</i> , ch. 18; <i>RS</i> , chs. 54, 59-60, 63
Mar 12	<i>TSP</i> , ch. 19; <i>RS</i> , chs. 30-32
Mar 19	Gingrich and Lightman; Allman (rec: Marci)
Mar 26	Sartre; Weber; Milgram (rec: Fennis and Aarts)
Apr 2	Plaut, et al.; Beaman — plus two of: Cappo and Verity; Correa-Velez, Gifford, and Barnett; Arthurson and Baum
Apr 9	<i>TSP</i> , ch. 17; <i>RS</i> , chs. 56, 62, 65
Winter Exam Period	Final (Cumulative) Examination (30% + 5% tutorial)