SOCIOLOGY 1020: Introduction to Sociology
2019-2020
Dr Scott Schaffer
Course Meetings: Tues 430pm to 630pm, SSC 2050

Office Hours: Weds 10am to 12pm and 445pm to 545pm, 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 1020W/X, Sociology 1021E, Sociology 1025A/B, Sociology 1026F/G, Sociology 1027A/B

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 invited to engage in this year. First, the obvious – you need to read all of the assigned readings before coming to class. Many of the readings are challenging, 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. Be open to that.

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 three 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 specific editions listed below are required and have changed since last year.

- Albanese, Tepperman, and Alexander (eds.), *Reading Sociology: Canadian Perspectives*, 3rd edition. ISBN: 9780199020041. (Abbreviated RS below.) [Note: This book will not be required until the Winter term.]

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 29/2019 (10%), one in the Fall term examination period (20%), and one after Winter Reading Week on Feb 25/2020 (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. Examinations are cumulative — sort of. I’ll explain in class.

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. This examination is cumulative.

Tutorial Attendance 20% of course mark

Your weekly tutorials are where you get the secret insights into how sociology and Schaffer’s mind works and how to get yours to work that way. Led by graduate students in sociology, it is here where the hard work of figuring out the readings, how they fit together, and posing and answering questions will take place. Showing up is only about half the battle, and therefore half your component mark. Don’t miss these. 20% of your course mark — 5% awarded at the time of each examination.

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.

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

For those of you just starting your time at UWO, you’ll notice that things operate differently at the university level than they did for you in high school. There, you could cruise through, read things at the last second, cram for exams, and do well because you could keep the facts in your head long enough to suitably impress your teacher. That’s not how I play.

What I’m looking for is your engagement in the course: attending and paying attention in lecture; visiting either (or both) my or your TA’s office hours to have questions answered or to discuss ideas or insights you’ve had as a result of the course; taking advantage of the resources at your disposal to learn the materials and habits of mind we’re working to teach; and ultimately, doing what is needed to successfully transition from a non-sociological thinker to a sociological thinker.

And we notice all of these things and more — and I use your engagement in the course as the basis for ensuring that your final course mark reflects your performance across the entire year, whether that be better than the maths say or worse. A non-negotiable discretionary adjustment of your mark may be made to account for your engagement, ranging from +3% to -3% of the calculated course mark, depending on measures of engagement across the year.

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. Makeup examinations will be granted in accordance with the Self-Reported Absence policy, which may be invoked only twice per year for all courses. After that, all make-up work must receive accommodation from your home faculty counselling office.

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. 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 pay off.

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 10**

**Welcome to Sociology, Sociological Thinking, and “how to university”**

Text: TS, Introduction

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

Optional: 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. :)

Tim May and Zygmunt Bauman, “Introduction: Crafting Sociological Lenses” (*TS, Introduction*)

* 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/](http://www.lamag.com/longform/tinder-sociologist/))


**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 17

The Sociological Imagination

Text: TSP, ch. 1; TS, ch. 1

OWL Readings: Hochschild

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

Tim May and Zygmunt Bauman, “Understanding Ourselves with and through Others” (TS, ch. 1; pp. 15-26)

Week 3: Tues Sep 24
Moving from the Individual to the Collective. Thinking across levels of analysis.
Text: TS, ch. 2-3; TSP, ch. 4

Harvey Molotch, “Social Interaction” (TSP, ch. 4; pp. 92-114)
Tim May and Zygmunt Bauman, “Sustaining Our Lives” and “Social Bonds: Speaking of ‘You’ and ‘We’” (TS, chs. 2-3; pp. 27-54)

Week 4: Tues Oct 1
Why You’re Here. Social status and forms of capital.
Text: TSP, ch. 2 (pp. 23-60)

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

Week 5: Tues Oct 8
Status Anxieties.
OWL Readings: de Botton

* Alain de Botton, “Definitions,” “Lovelessness,” “Expectation” (pp. vii-44)

Week 6: Tues Oct 15
Thinking of the Social as a Space. Status anxieties in three or four dimensions.
Fall Midterm I Exam Prep Sheet Distributed and Discussed
Text: TSP, ch. 5 (pp. 115-140)
OWL Readings: de Botton

Jeff Manza, “Social Structure” (TSP, ch. 5; pp. 115-140)
* Alain de Botton, “Meritocracy” and “Snobbery” (pp. 45-84)

Week 7: Tues Oct 22
Classification Struggles and Status Anxieties.
Text: TSP, ch. 7 (pp. 169-196)
OWL Readings: de Botton; Bourdieu

Steven Lukes and Jeff Manza, “Power and Politics” (TSP, ch. 7; pp. 169-196)
* Alain de Botton, “Dependence” (pp. 85-102)
* Pierre Bourdieu, selection from The Sociologist and the Historian

Reading Week: Tues Nov 5. No class.

Week 9: Tues Nov 12
Forms of Classification I: Class, Socio-Economic Status.
Text: TSP, ch. 9 (pp. 222-258)
**OWL Readings:** Fitz; Willis Aronowitz; Misra; Crosley-Corcoran; Badger; Wong

Florence Torche, Richard Arum, and Jeff Manza, “Social Stratification, Inequality, and Poverty” (*TSP*, ch. 9)

* 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/)


* Gina Crosley-Corcoran, "Explaining White Privilege to a Broke White Person...", *OccupyWallStreet.net* (http://occupywallstreet.net/story/explaining-white-privilege-broke-white-person)


Week 10: Tues Nov 19

Forms of Classification II: Gender, Sex, Sexuality, and Sexual Orientation.

Text: *TSP*, ch. 11 (pp. 289-316)

**OWL Readings:** Horowitz; Niemi and Young; Morgan; Girl Up; Cauterucci; Greenberg; Anonymous

Paula England, “Gender and Sexuality” (*TSP*, ch. 11)
  * Kate Horowitz, "Study Suggests Disney Princess Culture is Harmful for Little Girls," *Mental Floss* ([link](http://mentalfloss.com/article/81954/study-suggests-disney-princess-culture-harmful-little-girls))
  * Kai Morgan, "What is Inclusive Masculinity?" *The Good Men Project* ([link](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* ([link](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* ([link](http://www.slate.com/blogs/xx_factor/2016/06/05/brock_turner_s_dad_s_defense_p roves_why_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* ([link](http://everydayfeminism.com/2015/05/proof-male-privilege/))
  * Anonymous, "3 Ways My Parents Unintentionally Taught Me that My Consent Didn't Matter," *Everyday Feminism* ([link](http://everydayfeminism.com/2016/05/teaching-consent-doesnt-matter/))

Week 11: Tues Nov 26

Forms of Classification III: “Race” and ethnicity.

Text: *TSP*, ch. 10 (pp. 259-288)

**OWL Readings:** Gans; Leahy; Slobodian

Ann Morning and Guillermina Jasso, “Race and Ethnicity” (*TSP*, ch. 10)
  * Herbert J. Gans, "Race as Class"

Week 12: Tues Dec 3
Forms of Classification IV: Nation and the global social space (and how the forms intersect).

*Fall Term Examination Prep Sheet Distributed and Discussed*

Text: *TSP*, ch. 20 (pp. 576-599)

Vivek Chibber, “Globalization” (*TSP*, ch. 20)


* 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/)


* 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-get-1781911981)


Examination Date/Time (TBD): Fall Term Examination
WINTER TERM LECTURE SCHEDULE — reading schedule will be available in Nov.


Tues Feb 18: Reading Week. No class. Get ready for…

**Week 7: Tues Feb 25: Midterm Examination In Class**


Week 10: Tues Mar 17. Case Study: Membership and Social Inclusion/Exclusion — Conceptual Frames

Week 11: Tues Mar 24. Case Study: Social Exclusion, the Genesis of Hate, and Obedience

Week 12: Tues Mar 31. Case Study: Moving from Social Exclusion to Social Inclusion

*Final Examination Prep Sheet Distributed and Discussed*

Week 13: Tues Apr 7. Architects of New Worlds: Social Change and the Work of Sociology

**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://uwo.ca/univsec/pdf/academic_policies/scholastic_discipline_undergrad.pdf](http://uwo.ca/univsec/pdf/academic_policies/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 social media 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 (http://www.health.uwo.ca/mental_health) for a complete list of options for how to obtain help. Do not hesitate to take care of yourself first.

**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, processes, and practices; and,
- Understand and discuss the importance of a sociological perspective for living in Canadian society and on Terra today.