

SOCIOLOGY 1020: Introduction to Sociology 2021-2022

Dr Scott Schaffer

Course Meetings: Tues 430pm to 630pm ET, HSB 40

Office Hours: Thurs 2pm to 3pm, SSC 5411; Mon 10am to 11am, Zoom

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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.

REMOTE CLASS SESSIONS

There are four kinds of class sessions that will make up this course. In total, you'll have three regular online hours for this course, plus any office hours or coffeehouses you decide to attend, and 30-60min of offline lecture viewing. Including the readings for the course and the class sessions, you should expect to spend somewhere *between nine and twelve hours a week* for this course.

1. The main class session — lectures will be held *synchronously*, i.e., live. These will be hybrid as well, so you will have the option to attend in person (up to the listed capacity of the room), to attend synchronously online (and to pose questions via the Q&A tool in Teams or Twitter, which will either be addressed by a TA or grouped thematically and posed to Dr Schaffer), or to view the recorded lectures on your own asynchronous schedule. In some weeks, listed below, Dr Schaffer will be delivering lectures via Teams. Everyone wins.
2. Tutorials — these may be the most important sessions for your success in this course, and will be delivered *synchronously* at the time you enrolled in the section through Student Centre. This is where the real work happens — where you get hands-on help from a graduate student in Sociology to understand the ideas, issues, readings, course themes, and general translations of things from Schaffer to English. Your teaching assistant (TA) will discuss any assignments you have for this part of the course (and your mark) in the first class session. For students who are unable to attend these sessions, they will be recorded and posted on OWL.
3. Office hours — these are designed for a bunch of reasons — to get to know Dr Schaffer and/or your TA; to get questions that you have answered, whether about the course, the university, or life; and generally to discuss the course ideas and issues when you like. I would very strongly encourage everyone to attend.

COURSE TEXTS

There are two books that are required for the course. They can be purchased through the UWO Bookstore. The specific editions listed below are required and have changed since last year.

Manza and Kramar, et al., *The Sociology Project: Introducing the Sociological Imagination, Canadian Edition 1.5, with REVEL access.* (Abbreviated TSP below.)

Albanese, Tepperman, and Alexander (eds.), *Reading Sociology: Canadian Perspectives*, 3rd edition. This text will be purchased through the Perusall platform. (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.

A subscription or other access to Netflix is also very highly recommended. There will be occasional documentaries, shows, etc., that will be assigned in the course and will be on the examinations.

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* (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. Articles that Dr Schaffer thinks are important instances of “sociology in the world” will be distributed via Twitter.

Lastly, 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

40% of course mark

There are three midterm examinations for this course—one in late October (10%), one in the December Fall term examination period (15%), and one after Winter Reading Week in February (15%). 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.

These multiple-choice examinations will be administered through the OWL platform. They will be open for 48 hours, and once you begin the exam, you will have a set amount of time to complete the exam.

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. This multiple-choice examination will be administered through the OWL platform.

Collaborative Course Readings

10% of course mark

In the second term of this course, we will move from just reading textbooks to reading actual sociological research papers. During this term, you’ll be reading these papers with other members of the class in a collaborative manner, using the Perusall platform to pose questions, discuss what people think about the readings, etc. Your engagement with these readings will be

evaluated on the basis of its depth and completeness of engagement. Half of this mark will be posted for the February exam, and the other half will come in with the final exam.

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. Don't miss these (whether you attend live or view the recordings). *20% of your course mark — 5% awarded at the time of each examination.*

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.

Course Engagement — Discretionary Adjustment

-3 to +3% of course mark

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 we roll in university, and definitely not how I roll.

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 Course 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.

The examinations in this course will be available for your work for a 48 hour period that will be specified on the exam prep sheet that will be distributed. Once you open the exam and begin your work, you will have the specified amount of time (either five or six hours) to complete the exam. If for some reason you are unable to either begin or complete the examination once these windows close, *there will be no makeup examination* — instead, the weight of that exam will automatically be shifted to the following exam (so if you miss the October exam, the December exam will be worth 25% of your course mark [10% for Oct + 15% for Dec]). If you miss the subsequent exam, the weight will continue to accumulate. It is entirely possible that your final exam could be worth 70% of your course mark — that is a risky endeavour...

Tutorial assignments are given and evaluated by your TA according to the guidelines they distribute on the first day of class.

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.

In the interests of ensuring that your concerns/anxieties/obsessions with the marks you receive do not get in the way of your learning in this course, I offer the following basic guideline: **For any student who puts forth their best effort on every component of this course (i.e., is fully engaged in the course), the lowest mark you will earn in SOC 1020 is a 60.** “Putting forth one’s best effort” means earning marks in at least 90% of the course assignments. In other words, if you are engaged in this course, I won’t fail you. If you’re not, you risk failing yourself.

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. All readings are required for your success in the course. 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. Double-asterisked (**) readings are meant for your personal edification.

FALL TERM

Week 1: Tues Sep 14

Welcome to sociology, sociological thinking, and “how to university”

Text: TSP, “*About Revel*”

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

Optional: Spalter-Roth and Van Vooren

- * 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/>)
- * Hilary Beaumont, “Coronavirus sheds light on Canada's poor treatment of migrant workers,” *The Guardian* Jul 20/2020 (<https://www.theguardian.com/world/2020/jul/20/canada-migrant-farm-workers-coronavirus>)
- ** 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 21

The sociological imagination.

Text: *TSP*, ch. 1, ch. 3 sec. 1 (§3.1)

OWL Readings: Hochschild

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

* Arlee Russell Hochschild, “The Ecstatic Edge of Politics: Sociology and Donald Trump,” *Contemporary Sociology* 45: 6 (2016), pp. 683-689

* Rebecca Zandbergen, “Heard of code switching? Here’s why these Western students do it,” *CBC News* Jul 31/2020.

Week 3: Tues Sep 28

Starting from structure: Thinking about the macro level.

Text: *TSP*, §2.1-2.2, ch. 5

Jeff Manza, Thomas Ertman, Lynne Haney, and Steven Lukes, “Social Theory” (*TSP*, ch. 2, sections 1 and 2)

Jeff Manza, “Social Structure” (*TSP*, ch. 5)

Week 4: Tues Oct 5

Starting from individuals: Thinking about the micro and meso levels.

Text: *TSP*, §2.3-conclusion, ch. 4

Jeff Manza, Thomas Ertman, Lynne Haney, and Steven Lukes, “Social Theory” (*TSP*, ch. 2, sections 3, 4, conclusion)

Harvey Molotch, “Social Interaction” (*TSP*, ch. 4)

Week 5: Tues Oct 12

The social as a space; status anxieties.

Fall Midterm Exam Prep Sheet Distributed and Discussed

OWL Readings: de Botton

* Alain de Botton, selections from *Status Anxiety*

Week 6: Tues Oct 19

Classification struggles and status anxieties.

Text: *TSP*, ch. 7

OWL Readings: Bourdieu

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

* Pierre Bourdieu, selection from *The Sociologist and the Historian*

Week 7: Tues Oct 26

Float/review week — no new readings

W Oct 27, 1205am ET to F Oct 30, 1155pm ET (UTC -4). Midterm examination available through OWL. You will have five hours from the time you begin the examination to complete and submit it. This includes all accommodations and allows for time for infrastructure failures.

Reading Week: Tues Nov 2. No class.

Week 8: Tues Nov 9

Forms of classification I: Class, forms of capital, and subject positions.

Text: *TSP*, ch. 9

OWL Readings: Fitz; Willis Aronowitz; Misra; Crosley-Corcoran; Badger; Wong; Fong

Florencia 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*
- * 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>)
- * Victor Fong, "What Is the Cost of a Middle-Class Lifestyle in Toronto?," *Starting Over Toronto* blog (<https://www.startingovertoronto.com/blog/what-is-the-cost-of-a-middle-class-lifestyle-in-toronto/>)

Week 9: Tues Nov 16

Forms of classification II: "Race," ethnicity, racism, and racialization.

Text: TSP, ch. 10

OWL Readings: Gans; Tiven; Leahy; Slobodian; Beaman and Taylor

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

* 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>)

* Jean Beaman and Catherine J. Taylor, "#courageisbeautiful but ppe is better: white supremacy, racial capitalism, and covid-19," *Contexts Blog* Jun 12/2020
(<https://contexts.org/blog/courageisbeautiful-but-ppe-is-better-white-supremacy-racial-capitalism-and-covid-19/>)

Week 10: Tues Nov 23

Forms of classification III: Gender, sex, sexuality, and sexual orientation.

Text: TSP, ch. 11

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

- * 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 11: Tues Nov 30

Forms of Classification IV: Nation and the global social space

Fall Term Examination Prep Sheet Distributed and Discussed

Text: TSP, ch. 20

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

Vivek Chibber, "Globalization" (*TSP*, ch. 20)

- * Lisa Wade, "A Sociology of Brexit: What Motivated the 'Leave'?", *The Society Pages* (<https://thesocietypages.org/socimages/2016/12/30/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/)
- * 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

Week 12: Tues Dec 7

Intersectionality, inequality, and social spaces

Float/review week — no new readings

Examination Date/Time (TBD): Fall Term Examination

You will have six hours from the time you begin the examination to complete and submit it.

WINTER TERM

Week 1: Tues Jan 4. Reading scholarly works; asking sociological questions.

Text: *TSP*, § 3.1 (revisit); *RS*, §§ 1, 3, 8, 28

OWL: Mills

- Lynne Haney, “Where Do Sociological Questions Come From?” (*TSP* §3.1)
Harry H. Hiller, “Macro Sociology: Its Evolution and Relevance to Canada” (*RS* 1)
Ralph Matthews, “Reimagining the Sociological Imagination: Including the Brain, Environment, and Culture” (*RS* 3)
Tonya K. Davidson, “The Social Lives of Statues” (*RS* 8)
Jeff Denis and Kerry Bailey, “Decolonizing Canada, Reconciling with Indigenous Peoples: How Settler ‘Allies’ Conceive of Their Roles and Goals” (*RS* 28)
* C. Wright Mills, “The Promise” (from *The Sociological Imagination*)

Week 2: Tues Jan 11. The idea of sociological processes.

RS: § 10, 24.

- Chris William Martin, “The Art and Artist Behind Your Tattoo: A Case Study of Two Tattoo Artists” (*RS* 10)
Adam Green, “Sexual Fields” (*RS* 24)

Week 3: Tues Jan 18. Elements and resources.

RS: § 11, 13, 26, 41

- Xiaobei Chen, “Children’s Literature and Racism in Canada” (*RS* 11)
Andrea Doucet, “Revisiting the ‘Do Men Mother?’ Question: Temporality, Performativity, Diffractive Readings, and Cat’s Cradles” (*RS* 13)
Robyn Lee, “Intimacies and Commodification in Human Milk Exchange: Transforming Families and Kinship” (*RS* 26)
Monica Boyd, “Race and the Labour Market Integration of Second-Generation Young Adults” (*RS* 41)

Week 4: Tues Jan 25. Master and elemental processes.

Winter Midterm Exam Prep Sheet Distributed

RS: § 29, 34, 36, 44.

- Adam Howe, “Synthesizing the Canadian Colonial State Field with Contemporary Organizational Network Perspectives” (*RS* 29)
Karen M. Kobayashi and Mushira M. Khan, “Understanding the Changing Nature of Relationships in Aging Canadian Families” (*RS* 34)
Sophie Mathieu, “The ‘Quiet’ Deconstruction: The Progressive Dismantling of Québec’s Early Childhood Education and Care System” (*RS* 36)
Leslie Nichols, “Unemployment Experiences of Women in Toronto and Halifax” (*RS* 44)

Week 5: Tues Feb 1. Directions of sociality.

RS: § 31, 38, 40, 54, 64.

Elke Winter, “Us, Them, and Others: Canadian Multiculturalism and a Sociology of Pluralist Group Formation” (*RS* 31)

Toju Maria Boyo, “The African Brain Drain and the Social Impact of Family Separation” (*RS* 38)

Terry Wotherspoon, “Aboriginal Education in Canada: Opportunities and Barriers” (*RS* 40)

Dominique Clément, “The Sociology of Human Rights” (*RS* 54)

David Lyon, “The Missing ‘V’ of Big Data: Surveillance and Vulnerability” (*RS* 64)

Week 6: Tues Feb 8. Integrating the sociological process model.

Float/review week — no new readings

Weds Feb 9, 1205am to Fri Feb 11, 1155pm ET (UTC -5): Midterm Examination available on OWL (same format as Fall midterm)

Week 7: Tues Feb 16. The terrains of sociological processes: Socialization.

TSP: § 6.1-2, 8.4, 12.1-2, 14.1-3 and conclusion.

RS: § 37, 45.

Eric Klinenberg, “What Is Culture?” and “How Does Culture Shape Our Collective Identity?” (*TSP* ch. 6, sec. 1-2)

Kathleen Gerson, “What Is a Family?” and “Why Are Families Changing?” (*TSP* ch. 12, sec. 1-2)

Richard Arum and Jeff Manza, “How Is Work Inside Organizations Structured?” (*TSP* ch. 8, sec. 4)

Caroline H. Persell with Dirk Witteveen, “Why Is Formal Education Universal?”, “How Is Education Related to Important Life Outcomes?”, and “Is Education Equally Available to All?” (*TSP*, ch. 14, secs. 1-3 and conclusion)

Deborah Harrison and Patrizia Albanese, “Life at Armyville High School: A Glimpse into How Adolescents Experienced the Afghanistan Missions” (*RS* 37)

Cornelia Schneider, “Transitioning into Adulthood: Disability, Barriers, and Accessibility” (*RS* 45)

Tues Feb 23: Reading Week. No class. Enjoy your break. Study for other stuff.

Week 8: Tues Mar 1. The terrains of sociological processes: Communication.

TSP: § 4.2, 6.3-4.

RS: 53, 55, 66, 67.

Reread Harvey Molotch, "How Do We Make Sense of Our Worlds?" (*TSP* ch. 4, sec. 2)

Eric Klinenberg, "How Do Cultural Practices Relate to Class and Status?", and "Who Produces Culture, and Why?" (*TSP* ch. 6, secs. 3-4)

Daniel Béland, "Why Sociologists Should Care about Public Policy" (*RS* 53)

Margrit Eichler, "Making Us Ignorant: Canadian Science Policy under a Neo-conservative Regime" (*RS* 55)

Mihai Sarbu, "(Re)defining Climate Change as a Cultural Phenomenon" (*RS* 66)

Mark C.J. Stoddart and Jillian Smith, "The Endangered Arctic, the Arctic as Resource Frontier: Canadian News Media Narratives of Climate Change and the North" (*RS* 67)

Week 9: Tues Mar 8. The terrains of sociological processes: Institutionalization.

TSP: § 8.1-2, 19.1-2, 21.3.

RS: Articles 23, 25, 63.

Richard Arum and Jeff Manza, "How Do Social Factors Impact Markets?", and "Why Are Organizations Important for Social and Economic Life?" (*TSP*, ch. 8, secs. 1-2)

Lawrence Wu, "Why Study Populations?", and "How Do Populations Change Over Time?" (*TSP*, ch. 19, secs. 1-2)

Jeff Manza, *et al.*, "How Do Sociologists Seek to Understand Crime and Punishment?" (*TSP*, ch. 21, sec. 3)

Susan A. McDaniel, "Inequality, Demographics, and the New World Order" (*RS* 23)

Mervyn Horgan and Saara Liinamaa, "First but Not a Founder: Annie Marion MacLean and the History and Institutionalization of Canadian Sociology" (*RS* 25)

Elke Winter and Anke Patzelt, "Liberalizing versus Tightening Citizenship Rules in Germany and Canada: A Question of Party Platforms and Politics?" (*RS* 63)

Week 10: Tues Mar 15. The terrains of sociological processes. Social control.

TSP: Chapter 16, § 21.1.

RS: § 15, 19, 21, 43.

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

Jeff Manza, *et al.*, "What Constitutes a Crime, and What Are the Different Offence Types?" (*TSP*, ch. 21, sec. 1)

Myrna Dawson, "Intimacy, Geography, and Justice" (*RS* 15)

Eric Weissman, "Spaces, Places, and States of Mind: A Study of Two Homeless Communities" (*RS* 19)

Bryan Evans and Carlo Fanelli, "The Living Wage Movement in Canada: Resisting the Low-Wage Economy" (*RS* 21)

D.W. Livingstone, "Underemployment in Advanced Capitalism: Patterns and Prospects" (*RS* 43)

Week 11: Tues Mar 22. Understanding COVID and BLM: System linkages.

Final Examination Prep Sheet Distributed and Discussed

TSP: § 6.5, 8.3, 18.3

Other readings TBD

Eric Klinenberg, “What Is the Relationship Between Media and Democracy?” (*TSP* ch. 6, sec. 5)

Richard Arum and Jeff Manza, “What Is the Relationship Between Organizations and Their External Environments?” (*TSP*, ch. 8, sec. 3)

Colin Jerolmack, “How Do Environmental Factors Impact Inequality?” (*TSP*, ch. 18, sec. 3)

Other readings TBD. Check OWL.

Week 12: Tues Mar 29. Architects of new worlds: Social change and the work of sociology

TSP: Chapter 17

RS: § 22, 27, 30, 59.

OWL: Diamandis; Bhambra.

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

Carmen Grillo, “Freedom as an Ethical Principle for Sociology” (*RS* 22)

Meg Luxton, “Committing Sociology: The Challenges Facing Activist Scholarship” (*RS* 27)

Lori Wilkinson, “How Does Sociology Help Us to Understand and Combat Racism in Canada?” (*RS* 30)

Lesley J. Wood, “Fighting Back and Building Another World: Contention in the Twenty-First Century” (*RS* 59)

Final Examination Period (TBD): Cumulative Final Examination

Available via OWL for 60hr period

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 https://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. As well, additional security measures may be utilized to identify patterns that may indicate cheating for any examination that is administered remotely.

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. All synchronous (live) sessions will be recorded and posted on OWL, and it is your responsibility to catch up with that material.

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.

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.

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.