

SOCIOLOGY 210 Sociological Perspectives  
McGill University, Department of Sociology  
Winter 2017  
Monday, Wednesday & Friday 12:35-13:25  
Leacock 26

Instructor: Prof. Jennifer Elrick (jennifer.elrick@mcgill.ca)

Office: Leacock 825

Office Hours: 16:00-17:15 Mondays or by appointment

**\*\*PLEASE NOTE:** Because I teach another course shortly after this one, I am unable to meet with students after lectures.

Teaching Assistants: Alex Miltsov (alexandre.miltsov@mail.mcgill.ca)

Qiaoling He (qiaoling.he@mail.mcgill.ca)

### Description

Sociology 210 is a prerequisite for several courses and is a requirement for all sociology programs. It is organized to introduce you to the discipline of sociology and to prepare you to take additional sociology classes. More specifically, the course has three specific aims: (1) to introduce you to common sociological subjects and concepts; (2) to introduce you to the different perspectives within sociology; and (3) to encourage you to think deeply, critically, and coherently about our social world.

### Required Course Materials

In order to complete the evaluation components of this course, you will need to read and work with the **required textbook** as well as **required readings** made available on **myCourses**. The textbook can be purchased at Paragraphe Bookstore, 2220 McGill College Avenue. Two copies have been placed on 3-hour reserve at the library.

Corrigall-Brown, Catherine. 2016. *Imagining Sociology: An Introduction with Readings*. Oxford University Press.

### Evaluation

The evaluation components for this course, and the dates they are set for, are non-negotiable. If you know in advance that you will have scheduling conflicts, particularly for the in-class test, Friday workshops, or the final exam period, I strongly suggest you consider taking a different course. Regular absences will affect your final grade.

| Evaluation Component                                    | Date        | % of final grade               |
|---|-------------|--------------------------------|
| In-class test   | 24 February | 20%                            |
| Response papers (9 papers)                              | Throughout  | 40% (ca. 4.44% each)           |
| Participation in response paper workshops (9 workshops) | Throughout  | 10% (ca. 1.11% per discussion) |
| Final exam  | TBA         | 30%                            |

## Evaluation Component Details & Accommodation

1) **In-Class Test** (24 February, 20% of final grade). The test will be 50 minutes long and will consist mainly of short answer questions. It will cover material from the textbook, additional required readings and the lectures up to the date of the test.

*Accommodation:* If you miss the in-class test, accommodation will only be provided if the absence was due to unforeseen circumstances such as illness or a family emergency. Please note that scheduling conflicts, vacation travel, special family events, etc. do not count as unforeseen circumstances. Evidence in the form of a doctor's note or other appropriate documentation will be required. The time, date and form of any make-up test is at the discretion of the instructor. The make-up may take place during regularly scheduled class time. If that is the case, it is the student's responsibility to catch up on missed lecture material.

2) **Response Papers** (9, due throughout, 40% of final grade). The response papers give you the opportunity to: 1) practice critical reading and writing skills (i.e. the ability to identify key concepts and arguments and articulate them in your own words clearly and concisely); 2) keep apace of the readings; 3) generate notes that can be used to prepare for the in-class test, final exam, and perhaps future sociology courses; 4) compare and contrast the course's theoretical content with real-world experiences; and 5) formulate, in writing, a cogent viewpoint on key issues addressed by the course.

Response papers will be graded simply as either "pass" or "fail". In order to receive as "pass", papers must meet ALL of the following requirements. Papers that do not meet any one of these requirements will be marked as "fail":

i) Formatting: Response papers must be uploaded to myCourses by the beginning of Friday workshops (12:35). They must be 2-3 pages in length, single-spaced, written in 12 pt Times New Roman font, justified, have the first lines of paragraphs indented, and have your name and student number in the top right-hand corner of the first page. Do not include a title page. The 2-3 page limit includes the required bibliography, which does not need to appear on a separate page (i.e. it can simply be put at the end of the text).

ii) Show engagement with reading excerpts in the textbook (i.e. the excerpts from famous sociological works that are integrated into each of the textbook's chapters) and other required readings for that week (if applicable). Engagement with the readings will be indicated by the inclusion of at least one quotation from a required reading.

iii) Show reflection on the readings and, if you choose, other material from the textbook or lecture. There needs to be at least one paragraph in the response paper in which you link ideas from the readings to other ideas from the textbook/lectures and consider how these ideas help you understand something in your own life or something presently occurring in the public sphere.

iv) Reference quotations properly. There are rules for how to reference quotations and paraphrased material from texts, and they must be followed. Your response paper must contain in-text references, as appropriate, and a bibliography. In order to make sure that everyone is clear on what these rules are, Nikki Tummon, the Library Liaison for the Humanities and Social Sciences Library, will give a presentation on referencing in class on Monday, January 9<sup>th</sup>. I will be taking attendance on that day.

v) Submit the response paper on time

*Accommodation:* There is no accommodation for missed response papers, and late response papers will not be accepted (i.e. they will be marked as “fail”). As you see in the course outline, there are due dates listed for 11 response papers throughout the term, but only 9 are required. This means that you have two “free passes” if you have a particularly heavy week. In other words, you may choose two weeks in which not to submit a response paper. While it may be tempting to take a break early on, I encourage you to keep these “free passes” in reserve. If you use them early you will have no safety net if something unexpected occurs later in the semester.

**3) Participation in Response Paper Workshops** (9, due throughout, 10% of final grade). Most Friday sessions are reserved for smaller-group discussions of the class material, based on the response papers. In groups, you will have the opportunity to discuss any questions that may have arisen for you while writing that week’s response paper (e.g. about the definition of a particular concept), and to receive feedback/assistance from your peers. Following the group discussions, there will be an opportunity for groups to report back to the class. Your participation mark (ca. 1.11% of final grade) for each workshop will be awarded based on the Workshop Minutes Sheets that each group submits weekly. In order to receive your mark, you must 1) add your name to your group’s attendance sheet and 2) ensure that someone in your group includes 1-3 short point-form notes about the content of your discussion on that sheet. The Workshop Minutes Sheets must be submitted in hard copy at the end of class.

*Accommodation:* There is no accommodation for missed response paper workshops. As you see in the course outline, there are 11 workshops scheduled throughout the term, but only 9 are required. This means that you have two “free passes” if you have a particularly heavy week outside of this class. In other words, you may choose to miss two workshops. While it may be tempting to take a break early on, I encourage you to keep these “free passes” in reserve. If you use them early you will have no safety net if something unexpected occurs later in the semester.

**4) Final exam** (During the final exam period, 30% of final grade). The final exam will cover all readings and lecture material. There will be more questions specific to weeks 10-14, but all material is fair game. The exam will be mainly short answer, but it may contain other forms of questions (e.g. true/false, essay).

*Accommodation:* According to Senate regulations, instructors are not permitted to make special arrangements for final exams. Please consult the Calendar, section 4.7.2.1., General University Information and Regulations at [www.mcgill.ca](http://www.mcgill.ca).

**Course Outline (Subject to change at the discretion of the instructor)**

| Week | Day | Date   | Topic  | Reading  | Assessment          |
|------|-----|--------|--|--|---------------------|
| 1    | Wed | 04-Jan | Introduction   |  |                     |
|      | Fri | 06-Jan | The Sociological Imagination                           | C-B, Ch 1  |                     |
| 2    | Mon | 09-Jan | Referencing for Academic Writing (Guest: Nikki Tummon) |  |                     |
|      | Wed | 11-Jan | Doing Sociology  | Conley (2015) & Best (2012)                                      |                     |
|      | Fri | 13-Jan | Workshop #1  |  | Reading Response #1 |
| 3    | Mon | 16-Jan | Becoming a Member of Society Part 1                    | C-B, Ch 2 & Soehl & Waldinger (2012)                             |                     |
|      | Wed | 18-Jan | Becoming a Member of Society Part 2                    |  |                     |
|      | Fri | 20-Jan | Workshop #2  |  | Reading Response #2 |
| 4    | Mon | 23-Jan | Social Inequality and Social Class Part 1              | C-B, Ch 3 & Piketty (2014) & Yodanis (2006)                      |                     |
|      | Wed | 25-Jan | Social Inequality and Social Class Part 2              |  |                     |
|      | Fri | 27-Jan | Workshop #3  |  | Reading Response #3 |
| 5    | Mon | 30-Jan | Globalization and Global Inequality Part 1             | C-B, Ch 4 & Misra et al. (2006) & Aviv (2016)                    |                     |
|      | Wed | 01-Feb | Globalization and Global Inequality Part 2             |  |                     |
|      | Fri | 03-Feb | Workshop #4  |  | Reading Response #4 |
| 6    | Mon | 06-Feb | The Social Construction of Race and Ethnicity Part 1   | C-B, Ch 5 & Okin (1999)  |                     |
|      | Wed | 08-Feb | The Social Construction of Race and Ethnicity Part 2   |  |                     |
|      | Fri | 10-Feb | Workshop #5  |  | Reading Response #5 |
| 7    | Mon | 13-Feb | Gender at the Intersections Part 1                     | C-B, Ch 6 & Armstrong et al. (2010) & Druits & van Zoonen (2006) |                     |
|      | Wed | 15-Feb | Gender at the Intersections Part 2                     |  |                     |
|      | Fri | 17-Feb | Workshop #6  |  | Reading Response #6 |

|    |     |        |  |   |                      |
|----|-----|--------|--|---|----------------------|
| 8  | Mon | 20-Feb | Language and the Media Part 1          | C-B, Ch 7 & Beamish (2016)  |                      |
|    | Wed | 22-Feb | Language and the Media Part 2 / Review |   |                      |
|    | Fri | 24-Feb | In-class test                          |   | In-class test        |
| 9  | Mon | 27-Feb | Reading Week - No class                |   |                      |
|    | Wed | 01-Mar | Reading Week - No class                |   |                      |
|    | Fri | 03-Mar | Reading Week - No class                |   |                      |
| 10 | Mon | 06-Mar | The Family Part 1                      | C-B, Ch 8 & LeBourdais & Lapierre-Adamcyk (2004) & Schalet (2011) |                      |
|    | Wed | 08-Mar | The Family Part 2                      |   |                      |
|    | Fri | 10-Mar | Workshop #7                            |   | Reading Response #7  |
| 11 | Mon | 13-Mar | Education Part 1                       | C-B, Ch 9 & Khan (2011)   |                      |
|    | Wed | 15-Mar | Education Part 2                       |   |                      |
|    | Fri | 17-Mar | Workshop # 8                           |   | Reading Response #8  |
| 12 | Mon | 20-Mar | Deviance Part 1                        | C-B, Ch 11 & Becker (1953)  |                      |
|    | Wed | 22-Mar | Deviance Part 2                        |   |                      |
|    | Fri | 24-Mar | Workshop #9                            |   | Reading Response #9  |
| 13 | Mon | 27-Mar | Change Through Policy & The Law Part 1 | C-B, Ch 12 & Sharma (2006)  |                      |
|    | Wed | 29-Mar | Change Through Policy & The Law Part 2 |   |                      |
|    | Fri | 31-Mar | Workshop #10                           |   | Reading Response #10 |
| 14 | Mon | 03-Apr | Social Movements Part 1                | C-B, Ch 13 & Abji (2013)  |                      |
|    | Wed | 05-Apr | Social Movements Part 2                |   |                      |
|    | Fri | 07-Apr | Workshop #11                           |   | Reading Response #11 |
| 15 | Mon | 10-Apr | Wrap Up & Review                       |   |                      |

## The Fine Print

### Laptops, cell phones, and other electronic devices

Research has shown that the use of electronic devices in class reduces comprehension and retention. If you don't want to take my word for it, have a look at the following article: <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

You are strongly discouraged from using these devices in class. If the use of any such device disrupts the instructor or other students, you may be asked to leave the classroom.

### E-Mail

To communicate with you I will most likely use the e-mail tool on the course website of myCourses. It is your responsibility to check this e-mail account (or have it forwarded to an account you use more regularly). It is also your responsibility to ensure that I receive any messages from you. I recommend sending messages through myCourses to ensure your messages to me from a non-McGill account are not mistaken for spam.

E-mail is a piece of formal correspondence and should be treated as a permanent record of communication. This means that e-mails should contain a proper salutation (e.g. Dear Prof. Elrick) and be signed with your full name. They should also be written in full sentences. I will endeavor to respond to e-mails within 24 hours, but e-mails sent on a Friday afternoon may not receive a response until Monday. E-mails containing questions that can be answered by referring to this syllabus will not receive a response.

### Grade appeals

Instructors and teaching assistants take the marking of assignments very seriously, and we work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error simply alert the TA of the error.
- In the case of more substantive appeals, you must:
  1. Wait at least 24 hours after receiving your mark.
  2. Carefully re-read your paper/assignment/test, all guidelines and marking schemes, and the grader's comments.
  3. If you wish to appeal, you must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as "I need a higher grade to apply to X" are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.

### Language of Evaluation

"In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded." (approved

by Senate on 21 January 2009 – see also the section in this document on Assignments and evaluation.)

«Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).»

### Academic Integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information). (approved by Senate on 29 January 2003)

«L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)).»

### Policy Concerning the Rights of Students with Disabilities

If you need any accommodation please contact the Office for Students with Disabilities (<http://www.mcgill.ca/osd/> 398-6009). You may also contact me directly. I will make every reasonable effort to accommodate you.

### Copyright

Instructor generated course materials (e.g. handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures. Recording and distributing recordings of lectures is prohibited unless the instructor gives written consent.

### Course Changes in Extraordinary Circumstances

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

## **Bibliography of Required Readings in Addition to the Textbook (subject to change at the discretion of the instructor)**

Abji, Salina. 2013. "Post-Nationalism Re-Considered: A Case Study of the 'No One Is Illegal' Movement in Canada." *Citizenship Studies* 17(3-4): 322-338.

Armstrong, Elizabeth, Hamilton, Laura and Paula England. 2010. "Is Hooking Up Bad for Women?" *Contexts* 9 (3): 22-27.

- Aviv, Rachel. 2016. "The Cost of Caring: The Lives of The Immigrant Women Who Tend to the Needs of Others." *The New Yorker*, April 11, 2016: 56-65.
- Beamish, Rob. 2016. *The Promise of Sociology: Classical Approaches to Contemporary Society*. 2<sup>nd</sup> Ed. Toronto: University of Toronto Press. Chapters 1 and 2.
- Becker, Howard. 1953. "Becoming a Marijuana User." *American Journal of Sociology* 59 (3): 235-242.
- Best, Joel. 2012. *Damned Lies and Statistics: Untangling Numbers From the Media, Politicians, and Activists*. Updated Edition. Berkeley: University of California Press. Chapter 2.
- Conley, Dalton. 2015. *You May Ask Yourself: An Introduction to Thinking like a Sociologist*. 4<sup>th</sup> Ed. New York: W.W. Norton & Company, Inc. Chapter 2.
- Druits, Linda and Liesbet van Zoonen. 2006. "Headscarves and Porno-Chic." *European Journal of Women's Studies* 13 (2): 103-117.
- Khan, Shamus. 2011. *Privilege: The Making of an Adolescent Elite at St. Paul's School*. Princeton University Press. Chapter 1.
- LeBourdais, Céline and Évelyne Lapierre-Adamcyk. 2004. "Changes in Conjugal Life in Canada: Is Cohabitation Progressively Replacing Marriage?" *Journal of Marriage and Family* 66(4): 929-942.
- Misra, J., Woodring, J., and Merz, S. N. 2006. "The Globalization of Care Work: Neoliberal Economic Restructuring and Migration Policy." *Globalizations* 3(3): 317-332.
- Okin, Susan. 1999. *Is Multiculturalism Bad for Women?* New Jersey: Princeton University Press. 2 Selections: Okin's essay & Al-Hibri's response.
- Piketty, Thomas. 2014. *Capital in the Twenty-First Century*. Cambridge, MA: Harvard University Press. Chapter 1.
- Sharma, Nandita. 2006. *Home Economics: Nationalism and the Making of 'Migrant Workers' in Canada*. Toronto: University of Toronto Press. Chapter 1.
- Soehl, Thomas and Roger Waldinger. 2012. "Inheriting the Homeland? Intergenerational Transmission of Cross-Border Ties in Migrant Families." *American Journal of Sociology*, 118(3), 778-813
- Yodanis, Carrie. 2006. "A Place in Town: Doing Class in a Coffee Shop." *Journal of Contemporary Ethnography* 35 (3): 341-366.