

SOCI 210: SOCIOLOGICAL PERSPECTIVES

Winter 2018

Where & When: STBIO S1/3 Tuesdays & Thursdays 2:35-3:55PM
Instructor: Alex Miltsov alexandre.miltsov@mcgill.ca
Office Hours: Tuesdays 12:00 – 2:00PM, 15-4 3610 McTavish
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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 objectives: (1) to introduce you to common sociological subjects and concepts; (2) to introduce you to the different perspective within sociology; (3) to encourage you to think deeply, critically, and coherently about our social world.

Required Course Materials

Successful completion of examinations requires an understanding of the course readings and lectures. The reading of assigned materials and lecture attendance are therefore vital elements of this course. In order to get the most out of course lectures, students should follow the daily reading schedule as outlined in the course calendar below. All **required readings** are available in electronic format on myCourses.

You can download a PDF version of the **required textbook** and/or read it online (William Little et al. (2016). *Introduction to Sociology – 2nd Canadian Edition*. OpenText BC) at: <https://opentextbc.ca/introductiontosociology2ndedition/>

Academic Integrity and Rights

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 <http://www.mcgill.ca/integrity> for more information).

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/integrity).

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.

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.

Evaluation

<u>Assessment Element</u>	<u>Weight</u>	<u>Date</u>
Quiz (30 minutes)	10%	January 30
Mid-Term Exam (80 minutes)	40%	February 20
Final Exam (3 hours)	50%	Finals Period

Quiz: The in-class quiz, worth 10% of your grade, will take place on **January 30th**. It will include multiple-choice questions related to the first three weeks of the course.

Midterm Exam: There will be one in-class midterm exam (true/false, multiple-choice, and short-answer questions), worth 40% of your grade, on **February 20th**. This exam will focus on the material studied during the first 6 weeks of the course.

Make-up exam policy for quiz and midterm: Students cannot make it up unless they have a legitimate reason recognized by McGill as excusable, such as illness, family emergency, and natural disaster. Individuals who miss it because of health reasons must submit **a medical note from a doctor** (a note from health services will not be accepted). A make-up quiz/exam will have **a different format** from the regular examination.

Final Exam: The final exam (true/false, multiple-choice, and short-answer and long-answer questions), worth 50% of your grade, will be held during the exam period. 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.

Re-grade policy: If students feel their exams are not accurately graded, they may request a regrade. However, in order to request a regrade, you must first submit a one-page written letter indicating the reasons why your work should be regraded. During the regrade process, the exam is analyzed more closely, and it is possible that the regrade will result in a lower grade.

Important: there will be **no** “extra credit” assignments available in this course.

Attendance

Attendance is strongly encouraged as most of the course materials will be explained more fully in class and some material is covered only in class. Students are responsible for all information provided in lectures, readings, class discussions, movies, etc. If you must miss class, be sure to get notes from one of your fellow students.

E-mail

To communicate with you I will most likely use the e-mail tool on 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.

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 and be signed with your full name. They should also be written in full sentences. I will endeavor to respond to e-mails within 48 hours, but this may not always be possible. Please note that I am generally offline weekdays after 6pm and on weekends. E-mails containing questions that can be answered by referring to this syllabus, or to administrative matters discussed in class (e.g. specifics of assignments, instructions on how best to prepare for the exam) will not receive a response.

Office for Students with Disabilities

As the instructor of this course, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.

Copyright

Instructor generated course materials (e.g. Power Point slides, 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 the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Course Calendar

Week 1: Defining Sociology

Tuesday, January 9: No Readings

Thursday, January 11:

- *Introduction to Sociology*, Chapter 1: Introduction to Sociology
- Mills, C. W. (1959, 2010). The Sociological imagination. Pp. 1-5. In *Seeing Ourselves: Classic Contemporary and Cross-Cultural Readings in Sociology, 3rd Canadian Edition*, edited by John J. Macionis, Nijole V. Benokraitis, Peter Urmetzer, and Bruce Ravelli. Toronto: Pearson Canada.

Week 2: Sociological Research & Methods

Tuesday, January 16:

- *Introduction to Sociology*, Chapter 2: Sociological Research
- Best, J. (2001). Telling the Truth about Damned Lies and Statistics. *Chronicle of Higher Education*, 47(34), B7.

Thursday, January 18:

- Adler, P. A., & Adler, P. (2003). The promise and pitfalls of going into the field. *Contexts*, 2(2), 41-47.

Week 3: Culture

Tuesday, January 23:

- *Introduction to Sociology*, Chapter 3: Culture

Thursday, January 25:

- Ghosh, B. (2011). Cultural Changes and Challenges in the Era of Globalization: The Case of India. *Journal of Developing Societies*, 27(2), 153-175.

Week 4: QUIZ; Social Interaction; Socialization

Tuesday, January 30: QUIZ, 30 minutes (in class)

- *Introduction to Sociology*, Chapter 4: Society and Modern Life

Thursday, February 1:

- *Introduction to Sociology*, Chapter 5: Socialization
- Gracey, H. (1972). Learning the Student Role: Kindergarten as Academic Boot Camp. Pp. 347-361. In *Readings in Introductory Sociology*, edited by D. Wrong and H. Gracey, New York: Macmillan.

- Kilbourne, J. (2010). Socialization and the Power of Advertising. Pp. 82-86. In *Seeing Ourselves: Classic Contemporary and Cross-Cultural Readings in Sociology, 3rd Canadian Edition*, edited by John J. Macionis, Nijole V. Benokraitis, Peter Urmetzer, and Bruce Ravelli. Toronto: Pearson Canada.

Week 5: Deviance, Crime and Social Control

Tuesday, February 6:

- *Introduction to Sociology*, Chapter 7: Deviance, Crime, and Social Control

Thursday, February 8:

- Rosenhan, D. L. (1973). On Being Sane in Insane Places. *Science*, 179(4070), 250-258.
- Becker, H. S. (1953). Becoming a Marijuana User. *American Journal of Sociology*, 59:235-242.
- Chambliss, W. J. (1973). The Saints and the Roughnecks. *Society*. 11(1):24-31.

Week 6: Social Stratification; Race & Ethnicity

Tuesday, February 13:

- *Introduction to Sociology*, Chapter 9. Social Inequality in Canada

Thursday, February 15:

- *Introduction to Sociology*, Chapter 11. Race and Ethnicity

Week 7: MIDTERM EXAM; Gender and Sex

Tuesday, February 20: MIDTERM EXAM, 80 minutes (in class)

Thursday, February 22:

- *Introduction to Sociology*, Chapter 12: Gender, Sex, and Sexuality
- West, C. and D. H. Zimmerman. (1987). Doing Gender. *Gender and Society* 1(2): 125-151.

Week 8: Marriage and Family

Tuesday, February 27:

- *Introduction to Sociology*, Chapter 14: Marriage and Family

Thursday, March 1:

- Zelizer, V. A. R. (1985). *Pricing the Priceless Child: The Changing Social Value of Children*. Pp. 22-27, 56-72. New Jersey: Princeton University Press.

Week 9: STUDY BREAK (March 5 -9)

Week 10: Education

Tuesday, March 13:

- *Introduction to Sociology*, Chapter 16: Education

Thursday, March 15:

- Bowles, S., & Gintis (2010). Education and Inequality. Pp. 345-351. In *Seeing Ourselves: Classic Contemporary and Cross-Cultural Readings in Sociology, 3rd Canadian Edition*, edited by John J. Macionis, Nijole V. Benokraitis, Peter Urmetzer, and Bruce Ravelli. Toronto: Pearson Canada.
- Stanley, T. J. (1990). White Supremacy and the Rhetoric of Educational Indoctrination: A Canadian Case Study. Pp. 144-162. In *Making Imperial Mentalities: Socialisation and British Imperialism*. Edited by J. A. Mangan. Manchester: Manchester University Press.

Week 11: Political Sociology & Social Movements

Tuesday, March 20:

- *Introduction to Sociology*, Chapter 17: Government and Politics

Thursday, March 22:

- *Introduction to Sociology*, Chapter 21: Social Movements and Social Change
- Giugni, M. (1998). Was It Worth the Effort? The Outcomes and Consequences of Social Movements. *Annual Review of Sociology* Vol. 24: 371-393.
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Week 12: Global Inequality; Sociology of Religion

Tuesday, March 27:

- *Introduction to Sociology*, Chapter 10: Global Inequality

Thursday, March 29:

- *Introduction to Sociology*, Chapter 15: Religion
- Weber, M. (1905) The Protestant Ethic and the Spirit of Capitalism. Chapter 5. New York: Routledge.
- Hoodfar, H. (2003). More than Clothing: Veiling as an adaptive strategy. In *The Muslim Veil North America: issues and debates*. Edited by Sajida Alvi, Homa Hoodfar and Sheila McDonough. Toronto: Canadian Scholars' Press.

Week 13: Sociology of Media

Tuesday, April 3:

- *Introduction to Sociology*, Chapter 8: Media and Technology

Thursday, April 5:

- Herman, E. S., & Chomsky, N. (1988, 2011). *Manufacturing Consent: The Political Economy of the Mass Media*. Pp. 1-37. Toronto: Random House.

Week 14: Work and Economy

Tuesday, April 10:

- *Introduction to Sociology*, Chapter 18: Work and the Economy

Tuesday, April 12: **Review**

Final Exam: TBA