

SOCI-1100-YA Introduction to Sociology

Classes (days/times): September 3, 2019 - April 3, 2020; Tuesday & Thursday, 1:00 PM-2:30 PM

Location: BB-2006

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Course D2L website: <https://lakeheadu.desire2learn.com/d2l/login>

COURSE DESCRIPTION

As an introduction to the discipline, SOCI 1100 aims to provide students with a basic understanding of the nature and uniqueness of sociology. Specifically, the focus of the course is on the way people who practice sociology conceptualize, think and ask questions about, and come to understand, the world in which we live. In the process, the course will explore some of the principal sociological themes (such as social inequality, religion, education, family relations, etc.) that have been preoccupying sociologists since the birth of the discipline.

Overall, SOCI 1100 is not designed to offer 'hard facts' and 'undisputed sociological truths' about society but, rather, to provide a window into 'sociological mind' and reveal the essence of what it means to think sociologically. Each social science discipline is based on a particular form of thinking which opens up the possibilities of seeing life in a different light, and so is sociology. What makes one discipline different from another, in the end, is the nature of thinking that underlies it, and the kinds of questions we are able to ask because of the way we conceptualize things through our thought. The discipline of sociology is particularly exciting in this regard because it is based in several distinct perspectives that offer the multiple ways of thinking about ourselves and our world. Throughout the course, we will explore these perspectives and aim to understand their respective contributions to the nature of sociological thought. By the end of our introductory explorations, you should be fully initiated into the 'wonderful world of sociological mind' and have command of the essential ingredients that make sociology the discipline that it is.

Sociologists are known for asking and pondering the 'big questions'. We will explore these thematically and, as we do this, connect all the dots that will help you understand why do sociologists ask the kinds of questions they do, and why do they wish to understand particular things about society and the world. Our first theme is **Foundations of Sociology** in the context of which we will discuss the birth of sociology, and the rise of different sociological perspectives. We will proceed with our second theme, **Modern Living**, and consider how sociologists define and understand the nature and main aspects of something we call modern Western society. Next, we will cover the theme of **Culture and Identity**, and focus on the ways sociologists think about the importance of culture in the context of human life, and explain the impact that culture has on our sense of who we are and what we are all about as human beings. After this, our focus will shift to **The**

Role of Institutions and the ways sociologists think about different structural aspects of society and the cultural, political and economic impacts social institutions have on individuals and social groups. Our fifth theme is **Social Inequalities**. The focus here will be on exploring how sociologists understand the causes of different kinds and forms of inequalities in society, and how they think about potential ways of dealing with inequalities in order to minimize—if not eliminate—their problematic effects on society. The next theme, **Work and Consumerism**, zeroes in on the economic foundation of modern society, and the relationships between our economic life and our distinctly modern cultural impulses. Our seventh theme, **Families and Intimacies**, is where we will discuss how sociologists understand the evolving nature of family arrangements in society and think about the family dynamics of marriage and love. We will conclude our explorations with the theme of **Living in a Global World**. Our final set of explorations will consider globalization and its impact on the present and the future of society and the world in which we live. We will finish the course with **The Big Questions and Beyond**, a survey discussion of the broader conceptual themes within which our introductory sociological explorations have been embedded.

Since this is an introductory-level course, formal lectures will be our primary method of instruction. However, your willingness to come to class with an open mind, to read, think and provide meaningful input during our lecture time is absolutely indispensable for the success of the course. After all, sociology – as any other social science – is an art of critical and dialogical engagement with its specific subject-matter, and the quality of that engagement depends overwhelmingly on our willingness and ability to communicate with one another in a constructive and thoughtful manner.

COURSE LEARNING OBJECTIVES

In offering an introductory exploration of sociology, the course focuses on demonstrating differences between sociological and common-sense thinking about ourselves, society, and the world. Thus the central learning objectives of SOCI 1100 are: (1) to have students become familiar and comfortable with sociology's core concepts and ideas, and become sensitive to the uniqueness of the sociological ways of seeing, understanding, and explaining the nature of social life; (2) to have students apply their foundational knowledge of sociology towards understanding society's real-life issues, as reflected through the key socio-cultural, political, and economic realities of the present-day world. By the end of the course, the diligent student will have a thorough grasp of the sociological foundations and be fully prepared for the more advanced explorations of a wide range of conceptual and empirical issues in sociology.

REQUIRED TEXTBOOKS

There is one required textbook for the course, available at Lakehead University bookstore:

The Sociology Book, by Christopher Thorpe *et al.* DK. ISBN-10: 1465436502 | ISBN-13: 978-1465436504

Note: Kindle Edition of the book is also available; ASIN: B00W6H6YOG

You are expected to have read your reading assignments *before* coming to class.

All additional course resources will be available at our D2L website.

METHOD OF EVALUATION

Your performance in the course will be evaluated on the basis of four exams:

- Exam 1** (25%): Week 6 (Thursday, October 10, 2019)
- Exam 2** (25%): Week 13 (Thursday, November 28, 2019)
- Exam 3** (25%): Week 19 (Thursday, February 13, 2020)
- Exam 4** (25%): TBA

All four **exams** will be a combination of definitions and short essays. Definitions' are paragraph-long explanations of the key theoretical concepts, while 'essays' are longer-form discussions of the main ideas and/or themes from the course readings and lectures. **Please note:** *There will not be any multiple-choice or true/false questions.* Exams will be non-cumulative. Material presented in both the textbooks and our class lectures will be part of all exams.

EVALUATION CRITERIA

The following grading scale will be applied in evaluating your course work:

90-100% (A+)

Outstanding Performance: superb mastery of the principles and materials treated in the course; exceptional fluency in communicating that mastery and a high degree of originality and independence in applying material and principles.

80-89% (A)

Excellent Performance: comprehensive in-depth knowledge of the principles and materials treated in the course; fluency in communicating that knowledge and originality and independence in applying material and principles.

70-79% (B)

Good Performance: thorough understanding of the breadth of materials and principles treated in the course and ability to apply and communicate that understanding effectively.

60-69% (C)

Satisfactory Performance: basic understanding of the breadth of principles and material treated in the course and an ability to apply and communicate that understanding competently.

50-59% (D)

Marginal Performance: adequate understanding of most principles and material treated in the course, but significant weakness in some areas and in the ability to apply and communicate that understanding.

40-49% (E)

Failure: inadequate or fragmentary knowledge of the principles and material treated in the in the course, or failure to complete the work required in the course.

1-39% (F)

Failure: inadequate or fragmentary knowledge of the principles and material treated in the in the course, or failure to complete the work required in the course.

0% (F)

Academic Dishonesty: demonstrable violation of the academic rules of conduct as defined by Lakehead University academic standards.

Your grade is a reflection of your performance in the course, which is the only criterion for your final mark. *There will be no rescaling of grades at the end of the course* and no adjustments except for legitimate clerical errors. Please take note of that.

According to Lakehead University defined standards, grade 0-49% constitutes unsatisfactory academic performance and means failing the course; 50-59% is a minimally accepted level of performance for passing the course, while 90-100% constitutes outstanding performance. For details on evaluation and grading see your Lakehead *University 2019-2020 Academic Calendar*, section University Regulations (V Standing).

If you wish to review your exam you can do so within *one week from the day exam marks* have been posted.

GENERAL POLICIES

Academic Statement: Each student is asked to submit via our D2L website (or in class, if preferred) a brief statement about his or her academic background as it relates to the Sociology program in general and this course in particular. If possible, the statement should be accompanied by the student's recent photograph.

Email: Emailing is to be regarded as an official form of communication. Only emails sent through Lakehead University account will be read and replied to. All other email messages will be ignored.

Cell phones: Cell phones are to be turned off during lectures and exams (except under exceptional circumstances in which approval has been granted by the instructor).

Notebooks/portables: Use of notebook computers and/or portable devices during lectures is **not allowed** (except under exceptional circumstances in which approval has been granted by the instructor).

Audio/video devices: Use of audio/video recording devices during lectures is **not allowed** (except under exceptional circumstances in which approval has been granted by the instructor).

ATTENDANCE POLICY

Class attendance is not mandatory but is highly recommended. If you decide to attend, you are expected to arrive on time and be respectful to other students in class. Disruptive and otherwise inappropriate behaviour in the classroom will not be tolerated. Students engaged in such behaviour will be dealt with accordingly.

DISCLAIMERS

Disclaimer I: The information in this syllabus is subject to change. Any changes will be announced and discussed in class before being implemented.

Disclaimer II: By taking SOCI 1100 you acknowledge that you have read and understood—and are in agreement with—the course contents and policies, as outlined and explained in this syllabus.

WEEKLY COURSE SCHEDULE (subject to change; any changes will be announced in class)

<p>Week 1 (Sept 3-6)</p>	<p align="center"><i>SYLLABUS WALKTHROUGH; COURSE INTRODUCTION</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • “Why Go to University?” (available on D2L website) • The Sociology Book: Introduction (pp. 12-15)
<p>Week 2 (Sept 9-13)</p>	<p align="center">THEME 1: FOUNDATIONS OF SOCIOLOGY</p> <p>Readings:</p> <ul style="list-style-type: none"> • Foundations of Sociology: Introduction (pp. 18-19) <p><i>SOCIOLOGY</i></p> <p>Readings</p> <ul style="list-style-type: none"> • Charles Wright Mills: sociological imagination (pp. 46-49) • Ferdinand Tonnies: Gemeinschaft and Gesellschaft (pp. 32-33) • Ibn Khaldun: solidarity (p. 20) • Adam Ferguson: civic spirit (p. 21) • Auguste Comte: scientific positivism (pp. 22-25) <p><u>Plus See Also</u> for each author</p>
<p>Week 3 (Sept 16-20)</p>	<p><i>SOCIOLOGICAL PERSPECTIVES I</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Karl Marx: class conflict (pp. 28-31) • Emile Durkheim: Functionalism (pp. 34-37) <p><u>Plus See Also</u> for each author</p>
<p>Week 4 (Sept 23-27)</p>	<p><i>SOCIOLOGICAL PERSPECTIVES II</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Max Weber: rationality/modernity (pp. 40-45) • Harold Garfinkel: ethnomethodology (pp. 50-51) • George Herbert Mead: the self (pp. 176-177) <p><u>Plus See Also</u> for each author</p>
<p>Week 5 (Sept 30-Oct 4)</p>	<p><i>SOCIOLOGICAL PERSPECTIVES III</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Harriet Martineau: feminism (pp. 26-27) • Judith Butler: gender performativity (pp. 58-61) • bell hooks: feminism/intersectionality (pp. 92-95) <p><u>Plus See Also</u> for each author</p>

Week 6 (Oct 7-11)	<p style="text-align: center;">PRE-EXAM REVIEW</p> <p style="text-align: center;">EXAM 1: THURSDAY, OCTOBER 10</p>
Week 7 (Oct 14-18)	<p style="text-align: center;">FALL STUDY BREAK: NO CLASSES</p>
Week 8 (Oct 21-25)	<p style="text-align: center;"><i>THEME 2: MODERN LIVING</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Modern Living: Introduction (pp. 102-103) <p><i>SOCIETY I</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Ferdinand Tonnies: Gemeinschaft and Gesellschaft (pp. 32-33) • Benedict Anderson: nationalism/'imagined community' (pp. 202-203) • Niklas Luhmann: systems of communication (pp. 110-111) • Amitai Etzioni: communitarianism (pp. 114-119) • Robert D. Putnam: social capital (pp. 124-125) <p><u>Plus See Also</u> for each author</p>
Week 9 (Oct 28-Nov 1)	<p><i>SOCIETY II</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • George Ritzer: McDonaldization (pp. 120-125) • Alan Bryman: Disneyization (pp. 126-127) • Erving Goffman: institutionalization/total institutions (pp. 266-269) <p><u>Plus See Also</u> for each author</p>
Week 10 (Nov 4-8)	<p><i>URBAN LIFE</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Georg Simmel: mental life of the metropolis/stranger (pp. 104-105) • Henri Lefebvre: the right to the city (pp. 106-107) • Jane Jacobs: urban community (pp. 108-109) • Sharon Zukin: gentrification (pp. 128-131) <p><u>Plus See Also</u> for each author</p>

<p>Week 11 (Nov 11-15)</p>	<p style="text-align: center;">THEME 3: CULTURE AND IDENTITY</p> <p>Readings:</p> <ul style="list-style-type: none"> • Culture and Identity: Introduction (pp. 174-175) <p><i>CULTURE I</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Jeffrey Alexander: culture/cultural sociology (pp. 206-209) • Norbert Elias: the civilizing process (pp. 180-181) • Raymond Williams: culture/structure of feeling (p. 189) <p><u>Plus See Also</u> for each author</p>
<p>Week 12 (Nov 18-22)</p>	<p><i>CULTURE II</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Antonio Gramsci: cultural hegemony (pp. 178-179) • Herbert Marcuse: the culture industry (pp. 184-187) • Erich Fromm: alienation (p. 188) • Jean Baudrillard: simulacra (pp. 196-199) <p><u>Plus See Also</u> for each author</p>
<p>Week 13 (Nov 25-29)</p>	<p style="text-align: center;">PRE-EXAM REVIEW</p> <p style="text-align: center;">EXAM 2: THURSDAY, NOVEMBER 28</p>

<p>Week 14 (Jan 6-10)</p>	<p><i>IDENTITY</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Stuart Hall: cultural identity (pp. 200-201) • Erving Goffman: stigma (pp. 192-195) • Robert K. Merton: anomie/strain theory (pp. 262-263) • Howard S. Becker: labeling theory/deviance (pp. 282-285) • Arlie Russell Hochschild: emotional labor (pp. 238-243) • Michel Foucault: the will to truth (pp. 302-303) <p><u>Plus See Also</u> for each author</p>
<p>Week 15 (Jan 13-17)</p>	<p style="text-align: center;">THEME 4: THE ROLE OF INSTITUTIONS</p> <p>Readings:</p> <ul style="list-style-type: none"> • The Role of Institutions: Introduction (pp. 252-253) <p><i>POLITICS</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Michel Foucault: power/resistance (pp. 52-55) • Michel Foucault: governmentality (pp. 272-277) • Jurgen Habermas: legitimation crisis (pp. 286-287) • Robert Michels: oligarchy (p. 260) • Stanley Cohen: moral panics (p. 290) <p><u>Plus See Also</u> for each author</p>
<p>Week 16 (Jan 20-24)</p>	<p><i>RELIGION</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Karl Marx: religion (pp. 256-259) • Bryan Wilson: secularization (pp. 278-279) <p><i>EDUCATION</i></p> <p>Readings</p> <ul style="list-style-type: none"> • Samuel Bowles & Herbert Gintis: the hidden curriculum (pp.288-289) • Paul Willis: cultural reproduction and education (pp. 292-293) <p><u>Plus See Also</u> for each author</p>

<p>Week 17 (Jan 27-31)</p>	<p style="text-align: center;">THEME 5: SOCIAL INEQUALITIES</p> <p>Readings:</p> <ul style="list-style-type: none"> • Social Inequalities: Introduction (pp. 64-65) <p><i>SOCIAL CLASS</i></p> <p>Readings</p> <ul style="list-style-type: none"> • Friedrich Engels: class exploitation (pp. 66-67) • Pierre Bourdieu: habitus (pp. 76-79) • Richard Sennett: class inequality (education) (pp.84-87) • Elijah Anderson: ghetto (pp. 82-83) <p><i>RACE</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Paul Gilroy: race/racism (p. 75) • W.E.B. De Bois: race and ethnicity (pp.70-73) • Edward Said: orientalism (pp. 80-81) <p><u>Plus See Also</u> for each author</p>
<p>Week 18 (Feb 3-7)</p>	<p><i>GENDER</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Margaret Mead: gender role variation (pp. 298-299) • R.W. Connell: hegemonic masculinity (pp. 88-89) • Jeffrey Weeks: the social construction of sexuality (pp. 324-325) • Adrienne Rich: compulsory heterosexuality (pp. 306-309) • Steven Seidman: queer theory/sexual identity (pp. 328-331) • Sylvia Walby: patriarchy (pp. 96-99) <p><u>Plus See Also</u> for each author</p>
<p>Week 19 (Feb 10-14)</p>	<p style="text-align: center;">PRE-EXAM REVIEW</p> <p style="text-align: center;">EXAM 3: THURSDAY, FEBRUARY 13</p>
<p>Week 20 (Feb 17-21)</p>	<p style="text-align: center;">FEBRUARY BREAK: NO CLASSES</p>

<p>Week 21 (Feb 24-28)</p>	<p style="text-align: center;">THEME 6: WORK AND CONSUMERISM</p> <p>Readings:</p> <ul style="list-style-type: none"> • Work and Consumerism: Introduction (pp. 212-213) <p><i>WORK</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Max Weber: Protestant work ethic (pp. 220-223) • Robert Blauner: alienation (pp. 232-233) • Harry Braverman: industrialization/de-skilling (pp. 228-231) • Michael Burawoy: manufacturing consent (pp. 244-245) • Peter Townsend: poverty (relative) (p. 74) • Teri Lynn Caraway: the feminization of work (pp. 248-249) <p><u>Plus See Also</u> for each author</p>
<p>Week 22 (Mar 2-6)</p>	<p><i>CONSUMERISM</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Thorstein Veblen: conspicuous consumption/culture (pp. 216-219) • Colin Campbell: The Romantic ethic (pp. 234-235) • Daniel Miller: material culture (pp. 246-247) • Ivan Illich: latrogenesis (p. 261) <p><u>Plus See Also</u> for each author</p>
<p>Week 23 (Mar 9-13)</p>	<p style="text-align: center;">THEME 7: FAMILIES AND INTIMACIES</p> <p>Readings:</p> <ul style="list-style-type: none"> • Families and Intimacies: Introduction (pp. 296-297) <p><i>FAMILY</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Talcott Parsons: family socialization (pp. 300-301) • Judith Stacey: the postmodern family (pp. 310-311) <p><i>FAMILY DYNAMICS</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Christine Delphy: marriage contract/material feminism (pp. 314-317) • Ann Oakley: housework as alienation (pp. 318-319) • Ulrich Beck & Elisabeth Beck-Gernsheim: the chaos of love (pp. 320-323) <p><u>Plus See Also</u> for each author</p>

<p>Week 24 (Mar 16-20)</p>	<p style="text-align: center;">THEME 8: LIVING IN A GLOBAL WORLD</p> <p>Readings:</p> <ul style="list-style-type: none"> • Living in a Global World: Introduction (pp. 134-135) <p><i>GLOBAL SOCIETY</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Immanuel Wallerstein: world-system (pp. 144-145) • Bonaventura De Sousa Santos: epistemologies of the South (pp. 150-151) • David Held: globalization (pp. 170-171) • John Urry: mobilities (p. 162) • Roland Robertson: glocalization (pp. 146-147) • Arjun Appadurai: globalization and modernity (pp. 166-169) • Daniel Bell: post-industrial society/post-industrialism (pp. 224-225) • Manuel Castells: network society (pp. 152-155) • Saskia Sassen: global cities (pp. 164-165) <p><u>Plus See Also</u> for each author</p>
<p>Week 25 (Mar 23-27)</p>	<p><i>MODERNITY 2.0</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Michel Maffesoli: neo-tribalism (p. 291) • David McCrone: neo-nationalism (p. 163) • Zygmunt Bauman: liquid modernity (pp. 138-143) • Ulrich Beck: risk society (pp. 158-161) • Anthony Giddens: future discounting (pp. 148-149) <p><u>Plus See Also</u> for each author</p>
<p>Week 25 (March 30-Apr 3)</p>	<p style="text-align: center;">THEME 9: THE BIG QUESTIONS AND BEYOND</p> <p>Readings:</p> <ul style="list-style-type: none"> • <i>Ten Questions: A Sociological Perspective</i> (selections) (available on D2L website) <p style="text-align: center;"><i>COURSE REVIEW</i></p>