

# SOCI-1100-YDE Introduction to Sociology

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**Class duration:** September 6, 2022 - April 11, 2023

**Location:** <https://lakeheadu.desire2learn.com>

**Instructor:** Dr. Dalibor Mišina

**email:** Desire2Learn email environment  
(for more details, please see General Policies, Email section, below)

**on-line office hours:** Monday & Wednesday, 10:00 AM-11:00 AM, through ZOOM, or by appointment  
(for more details, please see General Policies, Office Hours section, below)

**Course TA:** Victoria Hann

**email:** Desire2Learn email environment  
(for more details, please see General Policies, Email section, below)

**on-line office hours:** Tuesday & Thursday, 10:00 AM-11:00 AM, through Zoom, or by appointment  
(for more details, please see General Policies, Office Hours section, below)

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## 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 of the broader conceptual themes within which our introductory sociological explorations have been embedded.

**Please note:** As this is an online course delivered *asynchronously*, *no on-line lectures are offered*, and the primary method of learning is self-initiative and individual study. Instructor's and TA's role is to monitor an on-line learning environment and provide necessary resources for facilitating students' independent mastering of the course material. By signing up for the course, you are committing yourself to following the course schedule and the pace of required work, as well as to keeping up with all course deadlines. There will be no extensions given (other than for exceptional reasons supported by proper official documentation), and you will not be able to hand in your work past the specified time/date.

## 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

The following is a required SOCI 1100 textbook:

*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

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

## STUDYING & LEARNING STRATEGY

In addition to your textbook, the on-line course environment contains several aids to help you master the course material and get the most out of your learning experience. You should embrace the following as your studying and learning strategy:

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- On **Week 1**, you should take time to thoroughly familiarize yourself with the course outline, the Desire2Learn course website, and the course textbook. To ease into the course material, you should

also do all Week 1 readings indicated in the Course Schedule section (please see below) and post your thoughts on the article “Why Go to University?” in our Discussion Forum, under Theme 0: Course Introduction.

## II

- On **non-exam weeks**, you should start by familiarizing yourself with **theme notes**, and then reading the assigned sections from the **textbook**.
  - **Theme Notes** are posted as PDF documents in the Content section of our D2L course website. They will help you get a sense of the textbook material and what you should be focusing on while reading the assigned textbook sections.
  - Once you familiarize yourself with the thematic notes, proceed with reading the **textbook** sections. For the best results and most successful mastering of the material, read the textbook sections in the order indicated in the Course Schedule section of the syllabus.
  - After reading and studying the assigned textbook sections, proceed with reading the **See Also** selections for each of the sections. Reading these will help you understand the connections and interrelationships between different sociological names, ideas, theories, and themes discussed in the assigned textbook sections, and enhance your command of the material.
  - When you are done, test your comprehension of the material by going back to Theme Notes and thinking through the points, ideas, and graphs/charts indicated therein. If you can imagine yourself doing a 5-10 min. oral presentation on each of the Thematic Notes boxes, you have mastered the core ideas/themes from the assigned textbook sections.
- If you run into difficulties with the textbook material, you have a few tools to help you deal with this: **Video Resources**, **Additional Resources**, **Discussion Forum**, and **email**.
  - Where available, **Video Resources** provide ‘mini lectures’ on some of the key concepts, ideas, and theories from a specific theme, and may be useful as a way of providing further clarifications after you have read through and studied the textbook material (**please note**: Video Resources are *not* substitutes for the textbook material, and you should read the assigned textbook sections *before* watching them).
  - Where available, **Additional Resources** provide links to different kinds of audio-visual material (documentaries, feature films, etc.) useful for enhancing your understanding of some of the key concepts, ideas, and theories from a specific theme. You should, if you wish, consult them after studying and mastering the textbook material.
  - If you are unclear about specific points and/or particular ideas the readings are discussing, use the on-line **Discussion Forum** to seek help from your classmates. Start a thread in the relevant Topic-Specific Course Issues section of the Forum, and you will most likely get a clarification from another student (**please note**: Do not expect others to provide you with full answers to all of your questions and do your homework for you. Use the Forum after you have made a genuine attempt to understand the material on your own). *Think of the Discussion Forum as an on-line substitute for in-class discussions and use it accordingly.* The Forum will be semi-monitored, and our TA and I will make occasional posts when/if we see it fit and/or necessary.
  - Finally, if all else fails, you can **email** me or our TA with your specific questions. Please send your emails through Desire2Learn emailing environment, as all other messages will be ignored. Restrict your questions to specific issues/concerns for which you cannot get help through the Forum. If you have general course questions, post them on the Forum, under General Course Issues, and the replies will be provided there. **Please note**: Do not expect

immediate response to your email inquiries. Treat emailing as an on-line equivalent to in-office consultations. If you need urgent response, post your question on the Forum and discuss it with your classmates first.

### III

- On **exam weeks**, you should start by rereading and reviewing your study notes. This will get you ready for writing the exam. After the exam is made available on-line, you should read it carefully to make sure that you understand what you are being asked to discuss. You can answer the questions in any order you wish, for as long as you indicate clearly what definition or essay you are answering. A good strategy is to first answer what you feel most comfortable with and then work your way through more challenging questions. You should approach the exam as if you were writing it in-class: do all of your preparation work beforehand and, when you start working on it, focus on the exam without getting distracted by doing/thinking about something else. **Please note:** You will have limited time to complete the exam, so make sure to pace yourself appropriately. Exam submission is time-sensitive, and you will not be allowed to hand in your work past the deadline: *failing to make a timely submission is equivalent to missing an in-class exam.*

## METHOD OF EVALUATION

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

- Exam 1** (25%): Week 7 (Friday, October 21, 2022)
- Exam 2** (25%): Week 14 (Friday, December 9, 2022)
- Exam 3** (25%): Week 22 (Friday, March 3, 2023)
- Exam 4** (25%): Week 26 (Friday, April 14, 2023)

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.

Exam questions will be made available on the day the exam is due. You will have an assigned length of time (120 min.) to work on and submit your answers through our Desire2Learn course website. **Exam submissions are time sensitive and late submissions will not be accepted.**

## 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 2022-2023 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.

**A Note on Plagiarism:** Lakehead University defines plagiarism as follows:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or end noting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or end noting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or end noting is given.

According to Lakehead University's "Code of Behaviour and Disciplinary Procedures", penalties for plagiarism are strictly enforced and are as follows:

1. The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course, will be a zero for the work concerned
2. A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

For more details, see your Lakehead *University 2020-2021 Academic Calendar*, section University Regulations (IX Academic Misconduct). Also, see the "Code of Student Behaviour and Disciplinary Procedures", which can be obtained from the Office of the Registrar.

## GENERAL POLICIES

**Academic Statement:** Each student is asked to consider submitting, via our D2L website (under Assignments), a brief statement about his or her academic background as it relates to the Sociology program in general and this course in particular. The statement will help me and our TA get a better sense of you as a student. All the information provided in the academic statement will be treated with utmost confidentiality.

**Email:** Emailing is to be regarded as an official form of communication, requiring appropriate language and tone. Only emails sent through SOCI 1100 Desire2Learn email environment will be read and replied to. All other messages will be ignored. Please use the Discussion Forum to post your questions about the course in general or the course material. **Email communication is to be used for dealing with the matters that do not qualify as Forum posts.**

**Office Hours:** In addition to our regular office hours/ways of conducting them, students can set up on-line office hours appointments with either the instructor or the TA. To set up an appointment, please email us and let us know your availability and a preferred way of talking to us (D2L Chat, Zoom, or phone). We shall get back to you to confirm your appointment, once all the necessary arrangements have been made. **Please note:** A request for an on-line appointment should be made at least 24 hours in advance.

**Discussion Forum:** This is an on-line substitute for an in-class interaction, and it should be treated as such. Please use appropriate language and tone when participating on the Forum. Crude, disrespectful, inflammatory, offensive and/or confrontational Forum participation will not be tolerated and will result in the ban from the Forum.

## DISCLAIMERS

**Disclaimer I:** The information in this syllabus is subject to change. Any changes will be communicated through Desire2Learn course website, in the Announcements & News section.

**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)

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| <p><b>Week 1</b><br/>(Sept. 6-10)</p>  | <p align="center"><i>COURSE INTRODUCTION</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• “Why Go to University?”</li> <li>• The Sociology Book: Introduction (pp. 12-15)</li> </ul>   |
| <p><b>Week 2</b><br/>(Sept. 12-16)</p> | <p align="center"><b><i>THEME 1: FOUNDATIONS OF SOCIOLOGY</i></b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Foundations of Sociology: Introduction (pp. 18-19)</li> </ul> <p><i>SOCIOLOGY</i></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Auguste Comte: <b>scientific positivism</b> (pp. 22-25)</li> <li>• Charles Wright Mills: <b>sociological imagination</b> (pp. 46-49)</li> <li>• Ferdinand Tönnies: <b>Gemeinschaft and Gesellschaft</b> (pp. 32-33)</li> <li>• Ibn Khaldun: <b>solidarity</b> (p. 20)</li> <li>• Adam Ferguson: <b>civic spirit</b> (p. 21)</li> </ul> <p><u>Plus</u> <b>See Also</b> for each author</p> |
| <p><b>Week 3</b><br/>(Sept. 19-23)</p> | <p><i>SOCIOLOGICAL PERSPECTIVES I</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Karl Marx: class <b>conflict</b> (pp. 28-31)</li> <li>• Emile Durkheim: <b>Functionalism</b> (pp. 34-37)</li> </ul> <p><u>Plus</u> <b>See Also</b> for each author</p>  |
| <p><b>Week 4</b><br/>(Sept. 26-30)</p> | <p><i>SOCIOLOGICAL PERSPECTIVES II</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Max Weber: <b>rationality/modernity</b> (pp. 40-45)</li> <li>• Harold Garfinkel: <b>ethnomethodology</b> (pp. 50-51)</li> <li>• George Herbert Mead: <b>the self</b> (pp. 176-177)</li> </ul> <p><u>Plus</u> <b>See Also</b> for each author</p>   |
| <p><b>Week 5</b><br/>(Oct. 3-7)</p>    | <p><i>SOCIOLOGICAL PERSPECTIVES III</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Harriet Martineau: <b>feminism</b> (pp. 26-27)</li> <li>• Judith Butler: <b>gender performativity</b> (pp. 58-61)</li> <li>• bell hooks: <b>feminism/intersectionality</b> (pp. 92-95)</li> </ul> <p><u>Plus</u> <b>See Also</b> for each author</p>  |

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| <b>Week 6</b><br>(Oct. 10-14)     | <b>FALL STUDY BREAK: NO CLASSES</b>   |
| <b>Week 7</b><br>(Oct. 17-21)     | <b>EXAM 1: FRIDAY, OCTOBER 21</b>   |
| <b>Week 8</b><br>(Oct. 24-28)     | <p style="text-align: center;"><b>THEME 2: MODERN LIVING</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Modern Living: Introduction (pp. 102-103)</li> </ul> <p><i>SOCIETY I</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Ferdinand Tonnies: <b>Gemeinschaft and Gesellschaft</b> (pp. 32-33)</li> <li>• Benedict Anderson: <b>nationalism/'imagined community'</b> (pp. 202-203)</li> <li>• Niklas Luhmann: <b>systems of communication</b> (pp. 110-111)</li> <li>• Amitai Etzioni: <b>communitarianism</b> (pp. 114-119)</li> <li>• Robert D. Putnam: <b>social capital</b> (pp. 124-125)</li> </ul> <p><u>Plus See Also</u> for each author</p> |
| <b>Week 9</b><br>(Oct. 31-Nov. 4) | <p><i>SOCIETY II</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• George Ritzer: <b>McDonaldization</b> (pp. 120-125)</li> <li>• Alan Bryman: <b>Disneyization</b> (pp. 126-127)</li> <li>• Erving Goffman: <b>institutionalization/total institutions</b> (pp. 266-269)</li> </ul> <p><u>Plus See Also</u> for each author</p>   |
| <b>Week 10</b><br>(Nov. 7-11)     | <p><i>URBAN LIFE</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Georg Simmel: <b>mental life of the metropolis/stranger</b> (pp. 104-105)</li> <li>• Henri Lefebvre: <b>the right to the city</b> (pp. 106-107)</li> <li>• Jane Jacobs: <b>urban community</b> (pp. 108-109)</li> <li>• Sharon Zukin: <b>gentrification</b> (pp. 128-131)</li> </ul> <p><u>Plus See Also</u> for each author</p>  |



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| <p><b>Week 11</b><br/>(Nov. 14-18)</p>     | <p style="text-align: center;"><b>THEME 3: CULTURE AND IDENTITY</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Culture and Identity: Introduction (pp. 174-175)</li> </ul> <p><i>CULTURE I</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Jeffrey Alexander: <b>culture/cultural sociology</b> (pp. 206-209)</li> <li>• Norbert Elias: the <b>civilizing process</b> (pp. 180-181)</li> <li>• Raymond Williams: <b>culture/structure of feeling</b> (p. 189)</li> </ul> <p><u>Plus</u> <b>See Also</b> for each author</p> |
| <p><b>Week 12</b><br/>(Nov. 21-25)</p>     | <p><i>CULTURE II</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Antonio Gramsci: <b>cultural hegemony</b> (pp. 178-179)</li> <li>• Herbert Marcuse: <b>the culture industry</b> (pp. 184-187)</li> <li>• Erich Fromm: <b>alienation</b> (p. 188)</li> <li>• Jean Baudrillard: <b>simulacra</b> (pp. 196-199)</li> </ul> <p><u>Plus</u> <b>See Also</b> for each author</p>   |
| <p><b>Week 13</b><br/>(Nov. 28-Dec. 2)</p> | <p><i>IDENTITY</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Stuart Hall: <b>cultural identity</b> (pp. 200-201)</li> <li>• Erving Goffman: <b>stigma</b> (pp. 192-195)</li> <li>• Howard S. Becker: <b>labeling theory/deviance</b> (pp. 282-285)</li> <li>• Robert K. Merton: <b>anomie/strain theory</b> (pp. 262-263)</li> <li>• Arlie Russell Hochschild: <b>emotional labor</b> (pp. 238-243)</li> <li>• Michel Foucault: <b>the will to truth</b> (pp. 302-303)</li> </ul> <p><u>Plus</u> <b>See Also</b> for each author</p>                |
| <p><b>Week 14</b> (Dec. 5-9)</p>           | <p style="text-align: center;"><b>EXAM 2: FRIDAY, DECEMBER 9</b></p>   |

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| <p><b>Week 15</b> (Jan. 9-13)</p>  | <p style="text-align: center;"><b>THEME 4: THE ROLE OF INSTITUTIONS</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• The Role of Institutions: Introduction (pp. 252-253)</li> </ul> <p><i>POLITICS</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Michel Foucault: <b>power/resistance</b> (pp. 52-55)</li> <li>• Michel Foucault: <b>governmentality</b> (pp. 272-277)</li> <li>• Jurgen Habermas: <b>legitimation crisis</b> (pp. 286-287)</li> <li>• Robert Michels: <b>oligarchy</b> (p. 260)</li> <li>• Stanley Cohen: <b>moral panics</b> (p. 290)</li> </ul> <p><u>Plus See Also</u> for each author</p>  |
| <p><b>Week 16</b> (Jan. 16-20)</p> | <p><i>RELIGION</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Karl Marx: <b>religion</b> (pp. 256-259)</li> <li>• Bryan Wilson: <b>secularization</b> (pp. 278-279)</li> </ul> <p><i>EDUCATION</i></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Samuel Bowles &amp; Herbert Gintis: <b>the hidden curriculum</b> (pp.288-289)</li> <li>• Paul Willis: <b>cultural reproduction and education</b> (pp. 292-293)</li> </ul> <p><u>Plus See Also</u> for each author</p>  |
| <p><b>Week 17</b> (Jan. 23-27)</p> | <p style="text-align: center;"><b>THEME 5: SOCIAL INEQUALITIES</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Social Inequalities: Introduction (pp. 64-65)</li> </ul> <p><i>SOCIAL CLASS</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Friedrich Engels: <b>class exploitation</b> (pp. 66-67)</li> <li>• Pierre Bourdieu: <b>habitus</b> (pp. 76-79)</li> <li>• Richard Sennett: <b>class inequality (education)</b> (pp.84-87)</li> <li>• Elijah Anderson: <b>ghetto</b> (pp. 82-83)</li> </ul> <p><i>RACE</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Paul Gilroy: <b>race/racism</b> (p. 75)</li> <li>• W.E.B. De Bois: <b>race and ethnicity</b> (pp.70-73)</li> <li>• Edward Said: <b>orientalism</b> (pp. 80-81)</li> </ul> <p><u>Plus See Also</u> for each author</p> |

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| <b>Week 18</b> (Jan. 30-Feb. 3)  | <p><i>GENDER</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Margaret Mead: <b>gender role variation</b> (pp. 298-299)</li> <li>• R.W. Connell: <b>hegemonic masculinity</b> (pp. 88-89)</li> <li>• Jeffrey Weeks: <b>the social construction of sexuality</b> (pp. 324-325)</li> <li>• Adrienne Rich: <b>compulsory heterosexuality</b> (pp. 306-309)</li> <li>• Steven Seidman: <b>queer theory/sexual identity</b> (pp. 328-331)</li> <li>• Sylvia Walby: <b>patriarchy</b> (pp. 96-99)</li> </ul> <p><u>Plus</u> <b>See Also</b> for each author</p>  |
| <b>Week 19</b> (Feb. 6-10)       | <p><b>THEME 6: WORK AND CONSUMERISM</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Work and Consumerism: Introduction (pp. 212-213)</li> </ul> <p><i>WORK</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Max Weber: <b>Protestant work ethic</b> (pp. 220-223)</li> <li>• Robert Blauner: <b>alienation</b> (pp. 232-233)</li> <li>• Harry Braverman: <b>industrialization/de-skilling</b> (pp. 228-231)</li> <li>• Michael Burawoy: <b>manufacturing consent</b> (pp. 244-245)</li> <li>• Peter Townsend: <b>poverty (relative)</b> (p. 74)</li> <li>• Teri Lynn Caraway: <b>the feminization of work</b> (pp. 248-249)</li> </ul> <p><u>Plus</u> <b>See Also</b> for each author</p> |
| <b>Week 20</b> (Feb. 13-17)      | <p><i>CONSUMERISM</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Thorstein Veblen: <b>conspicuous consumption/culture</b> (pp. 216-219)</li> <li>• Colin Campbell: <b>The Romantic ethic</b> (pp. 234-235)</li> <li>• Daniel Miller: <b>material culture</b> (pp. 246-247)</li> <li>• Ivan Illich: <b>latrogenesis</b> (p. 261)</li> </ul> <p><u>Plus</u> <b>See Also</b> for each author</p>  |
| <b>Week 21</b> (Feb. 20-24)      | <b>WINTER STUDY BREAK: NO CLASSES</b>  |
| <b>Week 22</b> (Feb. 27-March 3) | <b>EXAM 3: FRIDAY, MARCH 3</b>   |

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| <p><b>Week 23</b> (March 6-10)</p>  | <p style="text-align: center;"><b>THEME 7: FAMILIES AND INTIMACIES</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Families and Intimacies: Introduction (pp. 296-297)</li> </ul> <p><i>FAMILY</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Talcott Parsons: <b>family socialization</b> (pp. 300-301)</li> <li>Judith Stacey: <b>the postmodern family</b> (pp. 310-311)</li> </ul> <p><i>FAMILY DYNAMICS</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Christine Delphy: <b>marriage contract/material feminism</b> (pp. 314-317)</li> <li>Ann Oakley: <b>housework as alienation</b> (pp. 318-319)</li> <li>Ulrich Beck &amp; Elisabeth Beck-Gernsheim: <b>the chaos of love</b> (pp. 320-323)</li> </ul> <p><u>Plus See Also</u> for each author</p> |
| <p><b>Week 24</b> (March 13-17)</p> | <p style="text-align: center;"><b>THEME 8: LIVING IN A GLOBAL WORLD</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Living in a Global World: Introduction (pp. 134-135)</li> </ul> <p><i>GLOBAL SOCIETY I</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Immanuel Wallerstein: <b>world-system</b> (pp. 144-145)</li> <li>Bonaventura De Sousa Santos: <b>epistemologies of the South</b> (pp. 150-151)</li> <li>David Held: <b>globalization</b> (pp. 170-171)</li> <li>John Urry: <b>mobilities</b> (p. 162)</li> </ul> <p><u>Plus See Also</u> for each author</p>  |
| <p><b>Week 25</b> (March 20-24)</p> | <p><i>GLOBAL SOCIETY II</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Roland Robertson: <b>glocalization</b> (pp. 146-147)</li> <li>Arjun Appadurai: <b>globalization and modernity</b> (pp. 166-169)</li> <li>Daniel Bell: <b>post-industrial society/post-industrialism</b> (pp. 224-225)</li> <li>Manuel Castells: <b>network society</b> (pp. 152-155)</li> <li>Saskia Sassen: <b>global cities</b> (pp. 164-165)</li> </ul> <p><u>Plus See Also</u> for each author</p>  |

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| <p><b>Week 25</b> (Mar 27-31)</p>   | <p><i>MODERNITY 2.0</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Michel Maffesoli: <b>neo-tribalism</b> (p. 291)</li> <li>• David McCrone: <b>neo-nationalism</b> (p. 163)</li> <li>• Zygmunt Bauman: <b>liquid modernity</b> (pp. 138-143)</li> <li>• Ulrich Beck: <b>risk society</b> (pp. 158-161)</li> <li>• Anthony Giddens: <b>future discounting</b> (pp. 148-149)</li> </ul> <p><u>Plus</u> <b>See Also</b> for each author</p> |
| <p><b>Week 26</b> (April 3-7)</p>   | <p><b><i>THEME 9: THE BIG QUESTIONS AND BEYOND</i></b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <i>Ten Questions: A Sociological Perspective</i> (selections)</li> </ul>  |
| <p><b>Week 26</b> (April 10-14)</p> | <p><b>EXAM 4: FRIDAY, APRIL 14</b></p>  |