

**St. Francis Xavier University**  
**Department of Sociology**  
**Winter 2023**

**Course:** SOCI 102 Introduction to Sociology II  
**Instructor:** Dr. Peter Mallory  
**Office location:** Nicholson Tower 610  
**Email:** pmallory@stfx.ca  
**Lecture Schedule** W7/W8 Monday 3:45-5:00; Wednesday 2:15-3:30

**Office Hours (In Person):** Monday 2:00-3:00PM; Tuesday 1:00-4:00PM  
Wednesday 10:00-12:00 Noon. Online and phone appointments are also available.

### **Course Description**

This course builds on what you have learned in Sociology 101. We will explore the main theories, methods, and conceptual tools that sociologists use to understand our world. Sociology is a diverse discipline, and one aim of this course is to give you a sampling of the diversity of perspectives and insights in sociology. At the same time, we will also discuss what all sociologists have in common—that they all approach the study of human behaviour *socially*. Our central focus throughout this course will be the question of what it means to think sociologically about issues of our contemporary world.

### **Course Objectives**

By the end of the course, you will be able to:

- Develop your sociological imagination and use it to understand social issues
- Understand the main concepts and theoretical perspectives in sociology and know how to apply them to topics and problems
- Understand the research methods and types of evidence sociologists use
- Critically analyze common sense and taken-for-granted ideas about social life
- Analyze the structural factors that contribute to social inequalities
- Develop university-level skills of note-taking, reading, critical thinking, studying, test-taking, and writing

### **Required Texts**

There is no required textbook for this course. See Moodle for links to course readings. Make sure to print the readings and have them with you during class.

### **Course Evaluation**

February Test	25%
March Test	25%
Final Exam	40%
Class Participation	10%

*Tests and Exams:*

There will be two in-class tests on February 15 and March 22. A final exam will be held in the April exam period.

*Class Participation:*

Active participation is an important part of this course. Participation comprises attendance, active listening, giving other students an opportunity to speak, raising and answering questions, taking part in small-group discussions, and providing relevant comments on the material discussed in lecture and the class readings. Please have the readings with you during class and be prepared to offer your questions and insights.

## **LECTURE SCHEDULE AND READINGS**

### **January 4. Sociology: Questioning the Taken for Granted**

Welcome to Sociology 102. In our first class we will look at the major course themes and outline some of the core concepts you will need for the readings ahead.

### **January 9 & 11. Personal Troubles/Public Issues: Thinking like a Sociologist**

- Mills, C. Wright. 1959. "The Promise." Pp. 3-24 in *The Sociological Imagination*. New York: Oxford University Press.
- Calarco, Jessica and Anne Helen Petersen. 2020. "Other countries have social safety nets. The U.S. has women." *Culture Study*, November 11.
- Zerubavel, Eviatar. 2018: *Taken for Granted: The Remarkable Power of the Unremarkable*. Princeton, NJ. Princeton University Press. Pp. 1-9.

### **Part I: Class, Culture, and Social Inequality**

#### **January 16 & 18. Cultural Capital I**

- Lareau, Annette. 2015. "Cultural Knowledge and Social Inequality." *American Sociological Review* 80(1):1–27.
- Hamilton, Laura and Elizabeth Armstrong. 2012. "The (Mis)Education of Monica and Karen." *Contexts* 11(4): 22-7.

## February 23 & 25. Cultural Capital II

- Lehmann, Wolfgang. 2009. "Becoming Middle Class: How Working-Class University Students Draw and Transgress Moral Class Boundaries." *Sociology* 43(4): 631-647.
- Bourgois, Philippe. 2009. "Poverty at Work: Office Employment and the Crack Alternative." Pp. 227-239 in *Conformity and Conflict*, edited by J. Spradley and D. McCurdy. Upper Saddle River, NJ: Pearson.

## January 30 & February 1. Housing and Work

- Desmond, Matthew. 2017. "How Homeownership Became the Engine of American Inequality." *The New York Times*, May 9.
- Rottenberg, Catherine. 2018. "How Neoliberalism Colonised Feminism – And What You Can Do About It." *The Conversation*, May 23.
- Hochschild, Arlie. 2003 [Original 1983]. *The Managed Heart: Commercialization of Human Feeling*. Berkeley, CA: University of California Press. Pp. 3-9; 132-147.

## Part II: Knowledge, Institutions, and Power

### February 6 & 8. Rationality, Objectivity, and Bias in the Social Sciences

- Weber, Max. 1978 [original 1921]. "Social Action" *Economy and Society: An Outline of Interpretive Sociology*. Berkeley: University of California Press. Pp. 22-26.
- Becker, Howard. 1967. "Whose Side are We On?" *Social Problems* 14(3): 239-247.
- DuBois, W. E. B. 2007 [original 1903]. "Of Our Spiritual Strivings." Pp. 7-14 in *The Souls of Black Folk*. New York: Oxford.

### February 13 & 15. Review Class and Test #1

#### Monday, February 13

Review of material for midterm test. Bring your questions about the course material to class.

#### Wednesday, February 15

A test during regular class time, covering all material from January 4 to February 13.

### February 20 & 22. Winter Study Break

No Class – enjoy!

## February 27 & March 1. Standpoints on Social Life: Insiders, Outsiders, and Strangers

- Collins, Patricia Hill. 1986. "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought." *Social Problems* 33(6):S14–32.
- Simmel, Georg. 1971 [original 1908] "The Stranger." Pp. 143-149 in *Individuality and Social Forms*, edited by D. Levine. Chicago: University of Chicago Press.

## March 6 & 8. Stigma: Sacred and Profane in Everyday Life

- Goffman, Erving. 1963. "Stigma and Social Identity." Pp. 1-19 in *Stigma: Notes on the Management of Spoiled Identity*. Englewood Cliffs, NJ: Prentice Hall.
- Goffman, Erving. 1963. "Civil Inattention." Pp. 83-88 in *Behaviour in Public Places: Notes on the Social Organization of Gatherings*. New York: The Free Press.
- Douglas, Mary. 2002 [Original 1966]. *Purity and Danger: Analysis of Concepts of Pollution and Taboo*. New York: Routledge. Pp. 117-122

\*Friday, March 10—Last day to drop second-term three-credit courses

## March 13 & 15. Education and the University as a Collective Project

- McMillan Cottom, Tressie. 2017. *Lower Ed: The Troubling Rise of For-Profit Colleges in the New Economy*. New York: The New Press. [Excerpt]
- Newson, Janice. 2010. "Recovering the University as a Collective Project." Pp. 250-258 in *Academic Callings: The University We Have Had, Now Have and Could Have*, edited by J. Newson and C. Polster. Toronto: Canadian Scholars Press.
- Gadamer, Hans Georg. 1992. "The Idea of the University: Yesterday, Today, Tomorrow." Pp. 47-59 in *Hans-Georg Gadamer On Education, Poetry, and History: Applied Hermeneutics*. Albany, NY: State University of New York Press.

## March 20 & 22. Test #2 / Colonialism and State Power

### Monday, March 20

- Maynard, Robyn. 2017. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Pp 31-40.
- Simpson, Audra. 2018. "From Mohawk Interruptus." Pp. 158-166 in *Cultural Anthropology: A Reader for a Global Age*, edited by K.J. Guest. New York: WW Norton.

### Wednesday, March 22

- Test during regular class time, covering all material from February 27 to March 20.

## Part III. Personal Life: Seeing the Social in our Intimate Relationships

### March 27 & 29. Love and Friendship

- Allan, Graham. 1989. *Friendship: Developing a Sociological Perspective*. San Francisco, CA: Westview Press. Pp: 13-29.
- Cherlin, Andrew. 2004. "The Deinstitutionalization of American Marriage." *Journal of Marriage and Family* 66(4): 848–61.

### April 3. Coupledness and Singlehood

- Klinenberg, Eric. 2012. *Going Solo: The Extraordinary Rise and Surprising Appeal of Living Alone*. New York: Penguin. Pp. 1-27.
- Roseneil, Sasha. 2020. "It's Time to End the Tyranny of Coupledness." *The Guardian*, November 14.

### April 5. Conclusion to the Course

- No readings. Come to class with your questions and be prepared to talk about what you have learned in the course.

## COURSE INFORMATION AND POLICIES

### A Note on Course Content

We will deal with difficult and sometimes upsetting topics in this course. I invite you to work with me to create a classroom where we can engage with serious issues of justice and injustice in a way that is sensitive to people's experiences. We will approach all topics in a way that uncovers what sociologists have to offer in understanding them.

### Attendance

Attending all classes is the best way to ensure you do well in the course. Please let me know if you will be absent for two or more classes in a row.

If you are unable to attend our class because of a requirement for another course (such as a mandatory class, public lecture, quiz, exam, or class project that is scheduled outside normal class hours), then please contact me.

### Late Policy

Late papers submitted without prior permission will incur a late penalty of 5% of the total assignment per day, including weekends.

**Office Hours**

I hold regular student office hours throughout the week, and you do not need an appointment. You can come to my office if you wish to meet in person. If you prefer to meet online or talk over the phone, contact me by email and we can schedule an appointment.

**Academic Honesty and Plagiarism**

Students who attempt to pass off someone else's work as their own (plagiarism) will be dealt with through the university policy on academic honesty (see section 3.8 in the calendar). If you have questions about plagiarism, academic honesty, or how to reference sources, you can speak with me during my office hours.

**Special Accommodations**

If you develop a prolonged illness or encounter a personal crisis that will impact your progress in the course, please contact me as soon as the problem becomes apparent. If you contact me early, we will have a better chance of developing a plan to help you complete the course in a way that is satisfactory to you.

**Other Accommodations**

If you are a student with physical, learning, or psychiatric disabilities that require reasonable accommodation in teaching style or evaluation you should contact the Tramble Centre for Accessible Learning so that appropriate arrangements can be made. Feel free to contact me if I can be of assistance.

**Classroom Technology**

If you use a laptop for note taking, please do so in a way that does not distract others by sitting in the back or to the sides of the classroom. Audio or video recording of this class is not permitted.

**Copyright of Course Materials**

All course materials are designed for use as part of Sociology 102 at St. Francis Xavier University and are the intellectual property of the instructor unless otherwise stated. Copying this material for distribution (e.g. uploading material to a commercial website) or selling of this material to third parties without permission is subject to Canadian Copyright Law and is strictly prohibited.