

SOCI 210: Sociological Perspectives

Instructor: Emre Amasyali

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Office Hours: MF 11-12 (by appt)

Office: Online

Class Hours: W,F 14:35-15:55

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1 Course 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 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.

2 Instructional Method

The course material for this semester will be delivered remotely (digitally). The course will use a mixture of techniques to deliver the material. This includes a mix of **pre-recorded lectures, Q and A sessions, and discussion sessions**. Attendance is not part of the course grade, although the content of lectures and discussion sessions will be necessary to do well in the course. As the course evolves some of this may change, as different approaches appear to work better, or worse, than expected.

Lectures will be prerecorded. During these lectures we will cover basic conceptual tools that are the foundation of sociological study, these lectures should be available for the duration of the course to review through the MyCourses portal.

The course has two one hour and 20 minute lectures per week.

2.1 Discussion Sessions

Throughout the semester, there will be 10 discussion sessions led by the TAs. These sessions will take place on a weekly basis (Wednesday at 14:30pm (EST)), starting on Wednesday, February 3rd. While these sessions are not mandatory, attendance is highly recommended. These sessions will give students the opportunity to think critically about the course material and help give them engage with readings in preparation for their Perusall comments. The discussion sessions will NOT be recorded. More on the discussion sessions will be posted on MyCourses.

2.2 Live Q & A Sessions

I will be holding the following Q &A sessions throughout the semester to answer questions related to assignments and exams:

1. Friday, January 29th: Live Q &A (14:35-15:55 (EST))
2. Friday February 19th: Live Q &A (14:35-15:55 (EST))
3. Friday March 12th: Live Q &A (14:35-15:55 (EST))
4. Friday April 9th: Live Q &A (14:35-15:55 (EST))

2.3 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. Full details of each week's readings are in the bibliography at the end of the syllabus. Readings outside the textbook will be provided on MyCourses. The required textbook for the course is:

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

You can purchase or rent an e-version of the textbook from www.vitalsource.com or www.redshelf.com. New and used copies can be bought from the McGill bookstore, on Amazon, or often from previous students in the class. Note, shipping can be costly and slow so plan accordingly. Not having the books is not an excuse for missing assignments.

2.4 Course Website

I will use **MyCourses** to post resources used in this class. These include the syllabus, the required readings, lecture recordings, exams, and Perusall. It is the students' responsibility to familiarize themselves, if they have not done so already, with MyCourses. The MyCourses website is located at <https://mycourses2.mcgill.ca/d2l/home>.

I will attempt to post the lecture recordings the day before or the morning (early) of each class.

3 Evaluation

Below is a description of the means of evaluation to be used in the course. Your final grade will be based on the following components:

Evaluation Component	Date	% of Final Grade
Readings	Starts on February 3rd	10%
Midterm Exam	February 26th	30%
Review Essay	March 17th	25%
Final Exam	April 16th	35%

3.1 Reading (10% overall)

The assigned readings are the core of the course material, and students are expected to carefully and critically read each required text before class. To facilitate students' engagement with the reading and to help prevent students from falling behind, we will use the online tool *Perusall* for all required readings **assigned for Wednesdays (i.e. not from the textbook)**. *Perusall* is a reading platform in which students annotate texts collaboratively alongside one another. More information on how *Perusall* works and how it is integrated into the course is [available here](#).

To access Perusall through MyCourses, navigate to Content > Perusall (readings) > Perusall, and then click the "Open Link" button. This will take you to the Perusall site and automatically register you as a member of the course. If you are having any trouble accessing the readings through Perusall contact the instructor right away.

Readings will be graded as either complete (1 point) or incomplete (0 points). Student responses must demonstrate a thoughtful and thorough reading of the entire assignment to receive credit. At the end of the semester, the four lowest reading grades will be dropped from the assessment. Reading assessments will contribute 10% to the final grade for the course.

3.2 Midterm Exam (30% overall)

The midterm test will be a **timed-exam** (for further information on terminology see [Guidelines on Remote Teaching](#)). The test will consist of a mixture of True/False, multiple-choice questions and short answers. It will cover material from the textbook, additional required readings and the lectures up to the date of the test. A review session for this exam will be provided before the exam date.

The window of availability for both exams will be 48-hours, which includes the time available to complete the exam. The online timed exam may be completed between Wednesday, February 24th at 14:40 (EST) and Friday, February 26th at 14:30 (EST). Once the exam is opened you will have 2.5 hours to complete the test (the test should normally take 1 hour to complete). You must complete the test in one sitting.

3.2.1 Accommodation

If you miss the timed-exam, accommodation will only be provided if the absence was due to unforeseen circumstances such as illness or family emergency. Please note that scheduling conflicts, vacation travels, 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.

3.3 Review Essay (25% overall)

For the review essay assignment, you will need to select one article or book chapter published by a sociology professor or graduate student at McGill University. You may choose any topic or methodology that fits this description. Upon selection you will need to write a 2-page review (max. 1000 words). The narrative should proceed as follows:

1. With ca. 450-700 words explain: What field of sociology the work belongs to?
2. Within which perspective is the author working in? What methods and data does she use? What are the main findings?
3. Use 550-300 words to suggest how to improve this study. Perhaps the findings or perspective from another field would help? Do you see any logical fallacies? What is it assume about society? What does this assumption leave up? How about methods and data? These questions are meant to get you thinking on the article or chapter at hand. You do not need to focus on all of them and may very well center on a single issue.
4. Your selection must be approved by me. Send the title of your preferred article or book chapter along with a brief explanation of your choice to my email by Wednesday March 10th, 14:30 (EST). Please note that I will only contact you if your selection is NOT approved.
5. The due date for this assignment is Wednesday March 17th, 14:30 (EST). It will be evaluated based on how successful you are in reasoning, proving your argument and using course material. More information on the grading rubric will be distributed closer to the date of submission.

3.4 Final Exam (35% of final grade)

The final test will be a **timed-exam** (for further information on terminology see [Guidelines on Remote Teaching](#)). The final exam will cover all readings and lecture material, including videos shown in class. The exam may contain any form of question (e.g. multiple choice, true/false, short answer, essay). Details will be given in class as the exam approaches. The online timed exam may be completed in a window of 48-hours: between Wednesday, April 13th at 14:30 (EST) and Friday, April 16th at 14:30 (EST). Once the exam is opened you will have 2.5 hours to complete the test (the test should normally take 1 hour to complete). You must complete the test in one sitting.

3.4.1 Re-Grading

Students who wish to contest a grade for an assignment or exam must do so in writing (by email, sent to me) providing the reasoning behind their challenge to the grade received within two weeks of the day on which the assignments are returned. The TA who graded the assignment will re-grade your assignment, and may **raise or lower the grade**. If you are still unsatisfied after the re-assessment, you can re-submit the assignment to me (original copy with TA comments), along with your justification. I will then re-evaluate the paper, but also reserve the right to **raise or lower the grade**.

4 Communication Policy

My preference is to answer questions in my office hours — this format is best for avoiding misunderstandings (which are common via email). My office hours are listed on the first page of the syllabus.

To communicate with you I will use mainly e-mail and MyCourses. It is your responsibility to check both outlets 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.

If you have logistical questions about the class you need to pose those on the discussion board on MyCourses that we the TAs and myself will monitor. Do not e-mail us with these questions. The reason is that many of you will have the same questions and we don't want to answer the same question multiple times. Before you ask a question please make sure you read through the syllabus, MyCourses announcements and previous questions on the discussion board. Should your particular question not be answered after 48hours on the discussion board you may e-mail us.

E-mail is a piece of formal correspondence and should be treated as a permanent record of communication. I will endeavour to respond to e-mails within 24 hours, but this may not always be possible. Please note that I am generally offline weekdays after 6p.m. 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.

5 Grade Disputes

If you want to contest an assignment or exam grade, you are required to submit a one-page explanation about why you think you received an inadequate grade. Be as specific as possible about how you answered the question(s) correctly. You must wait at least 48 hours after receiving your grade to dispute it and submit your written dispute within a week of getting the grade. The course instructor will review your assignment/exam and state reasons for grade adjustment. Please be advised that a grade dispute could result in a worse grade.

6 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/formoreinformation).

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/).

7 Other Policies

7.1 Language of Submission

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.

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).

7.2 Copyright

Copyright and the reproduction of course material: Instructor-generated course materials (e.g., lectures, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Specifically, you may not reproduce or place in the public domain lecture and

course session recordings. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

7.3 Recording of Live Sessions

To make lectures and other course sessions accessible to students who cannot attend class, I will record all course meetings. You will be notified through a 'pop-up' box in Zoom that a session is being recorded. By remaining in the session, you agree to the recording, which implies that your image, voice, and name may be disclosed to classmates and that recordings will be made available in MyCourses to students registered in the course.

7.4 Disabilities Policy

As the instructor of this course I endeavor 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.

7.5 Other McGill Resources and Support

If you need counseling and mental health support, do not hesitate to contact Counseling Services, where Psychologists, Social Workers, Counseling, Psychotherapies and Psychiatrists support the wellbeing and mental health of McGill students. You can reach the Student Wellness Hub at <https://www.mcgill.ca/wellness-hub/>.

If you have been impacted by sexual violence — sexual harassment or assault, gender-based or intimate partner violence, cyberviolence —, do not hesitate to contact the Office for Sexual Violence Response, Support and Education. You can reach the Office by mail at osvrse@mcgill.ca, in person at 550 Sherbrooke O. Suite 585 (West Tower elevators 1-11) and visit <https://www.mcgill.ca/osvrse/>.

7.6 End-of-Course Evaluations

End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

8 Class Schedule

Scheduling of topics for the course listed below and associated readings are subject to change at my discretion. Such changes, should they take place, will be announced in class and through MyCourses. Students are responsible for keeping abreast of any changes made.

Week	Day	Date	Topic	Weekly Readings	Assessment
1	Friday	08-Jan	Introduction		
2	Wednesday	13-Jan	Sociological Imagination		
	Friday	15-Jan	Doing Sociology	C-B, Ch 1	
3	Wednesday	20-Jan	Doing Sociology, Part 2		
	Friday	22-Jan	Citations Workshop		
4	Wednesday	27-Jan	Becoming a Member of Society	C-B, Ch 2 & Anderson (2009)	
	Friday	29-Jan	Social Inequality and Social Class, Part 1	C-B, Ch 3	
5	Wednesday	03-Feb	Social Inequality and Social Class, Part 2	Piketty (2014) & Yodanis (2006)	Perusal Starts
	Friday	05-Feb	Globalization and Global Inequality	C-B, Ch 4	
6	Wednesday	10-Feb	Globalization and Global Inequality, Part 2	Robinson (2016) & Hennebry & Preibisch (2012)	
	Friday	12-Feb	The Social Construction of Race and Ethnicity Part 1	C-B, Ch 5	
7	Wednesday	17-Feb	The Social Construction of Race and Ethnicity Part 2	Roth & Ivermark (2018) & Pager (2003) & Tremonti (2017)	
	Friday	19-Feb	Gender at Intersections, Part 1	C-B, Ch 6	
8	Wednesday	24-Feb	Gender at Intersections, Part 2	Meadow (2010) & Duits & van Zoonen (2006)	
	Friday	26-Feb	Work & Rationalization, Part 1	C-B, Ch 10	Midterm Exam
9	Wednesday	03-Mar	Study Break – no class		
	Friday	05-Mar	Study Break – no class		
11	Wednesday	10-Mar	Work & Rationalization, Part 2	Aviv (2016)	

	Friday	12-Mar	The Family, Part 1	C-B, Ch 8	
12	Wednesday	17-Mar	The Family, Part 2	Schalet (2011) & Lareau (2003)	Review Essay
	Friday	19-Mar	Education Part 1	C-B, Ch 9	
13	Wednesday	24-Mar	Education Part 2	Khan (2011)	
	Friday	26-Mar	Deviance Part 1	C-B, Ch 11	
14	Wednesday	31-Mar	Deviance Part 2	Becker (1953)	
	Friday	02-Apr	Change Through Policy and the Law	C-B, Ch 12	
15	Wednesday	07-Apr	Change Through Policy and the Law	Orloff (2017)	
	Friday	09-Apr	Social Movements, Part 1	C-B, Ch 13	
16	Wednesday	13-Apr	Social Movements, Part 2	Sajuria et al. (2015) & Pardo (2009) & Fluri & Dowler (2009)	
	Friday	16-Apr	Wrap Up		Final Exam

9 Bibliography

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Best, J. 2012. Damned Lies and Statistics: Untangling Numbers From the Media, Politicians, and Activists. Updated Edition. Berkeley: University of California Press. Chapter 2.

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Conley, D. 2015. You May Ask Yourself: An Introduction to Thinking like a Sociologist. 4th Ed. New York: W.W. Norton & Company, Inc. Chapter 2.

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