SOCI 210 Sociological Perspectives  
McGill University, Department of Sociology  
Winter 2020  
Mondays & Wednesdays 14:35-15:55  
MDHAR G10

Instructor: Prof. Jennifer Elrick (jennifer.elrick@mcgill.ca)  
Office: Leacock 825  
Office Hours: Mondays 16:30-18:00, January 6th – April 6th (not March 2nd)  
Teaching Assistants: Alessandro Drago (alessandro.drago@mail.mcgill.ca)  
Alicia Poole (alicia.poole@mail.mcgill.ca)

Description
Sociology 210 is a prerequisite for several courses and a requirement for all sociology programs. It is designed 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 distinct theoretical perspectives within sociology; and (3) to encourage you to think deeply, critically, and coherently about our social world.

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 marked ‘MyCourses’ are available as PDFs on that platform. Readings marked as “McGill e-book” and journal articles can be accessed through the library’s website. If you need assistance, please contact library staff. The textbook can be purchased at Paragraphe Bookstore, 2220 McGill College Avenue. Three copies have been placed on three-hour reserve at the library.

NOTE: This is a new edition of the book used in previous years. If you opt to purchase a used copy of the first edition, please note that there will be variation in the content, and that you are responsible for all of the material in the most recent edition.

Evaluation
The evaluation components for this course, and the dates they are set for, are non-negotiable. If you know in advance that you will have significant scheduling conflicts, I suggest you consider taking a different course. Regular absences will affect your ability to do well on assignments and the final exam.

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Date</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses (5)</td>
<td>Throughout</td>
<td>40% (8% each)</td>
</tr>
<tr>
<td>Final exam</td>
<td>TBA</td>
<td>60%</td>
</tr>
</tbody>
</table>
Evaluation Component Details & Accommodation

1) **Responses** (5, due throughout, 40% of final grade).
The five responses serve multiple functions in this course. They are designed to encourage you to: 1) keep pace of the readings; 2) attend class; 3) generate notes that can be used to prepare for in-class discussions, the final exam, and perhaps future sociology courses; 4) compare and contrast the course’s theoretical content with real-world experiences; and 5) formulate, in writing, a cogent viewpoint on key issues addressed by the course.

In each response, you will provide the answers to two questions, which will be given to you on the dates indicated in the course outline below. The questions may take different formats, and answering them will require you to do one or more of the following (specific instructions will accompany each question): recapitulate material from the required readings, including a direct quotation; summarize material from the lecture (including any videos shown in class); and reflect on a material from the readings and/or lectures.

Responses will be graded out of a total of 15 points: six points per question for content (6 points x 2 questions = 12 points); one point per question for using APA citation style correctly (1 point x 2 questions = 2 points); and one point for following the formatting instructions.

Formatting instructions: Responses must be single-spaced, written in 12pt Times New Roman font, and have standard margins (2.54cm on all sides). Your name and response paper number must appear at the top of the page. Responses may not exceed two pages in length, all inclusive. A sample document illustrating the proper appearance of a response will be made available on MyCourses. Please submit your response as a PDF file, as Word documents sometimes contain formatting errors when viewed in the MyCourses interface.

Submission: Responses must be uploaded to MyCourses by 10:00 am on the due date (see the course outline below for those dates). Since MyCourses occasionally malfunctions, I suggest that you upload your files at least 1 hour before the deadline. In the event of a dispute over the submission time/date, you will need to give the instructor an electronic version of the response paper that was last modified (according to document properties) prior to the deadline, in order to prove that your paper could have been submitted on time.

Time requirements: If you attend lectures and keep up with the weekly required readings, it should not normally take you longer than 30-45 minutes to answer a single question, i.e. 1 – 1.5 hours to complete a whole response paper.

**Accommodation**: There is no accommodation for late or missed response papers, and no extensions will be granted. The due dates for the 5 response papers are listed in the course outline below, as are the dates on which questions will be given in lectures. Please plan ahead now to work around assignments and mid-terms in other courses. For each response paper, you will receive one question 12 days in advance of the deadline and one question 5 days in advance of the deadline. If you are going to be absent, if you have other commitments around a due date, or if you start to feel under the weather, please complete and submit the response in advance. Given the limited time commitment required for each response paper...
(assuming you attend lectures and keep up with readings), it should always be possible to hand in response papers on time or earlier.

2) **Final exam** (During the final exam period, 60% of final grade). The final exam will cover all readings and lecture material, including any videos shown in class. The exam may contain any form of question (e.g. multiple choice, true/false, short answer, essay), and may be made up of one form of question exclusively. Details will be given in class as the exam period approaches.

*Accommodation: 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.*

*Please note that the deferred/supplemental exam for this course may vary in form and content from the final exam given during the regular exam period.*
## Course Outline (Subject to change at the discretion of the instructor. See bibliography for full references. “C-B” = Corrigall-Brown)

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Weekly Readings</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wed</td>
<td>08-Jan</td>
<td>The Sociological Imagination</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>15-Jan</td>
<td>Doing Sociology Part 2</td>
<td></td>
<td>Q1 in lecture</td>
</tr>
<tr>
<td>3</td>
<td>Mon</td>
<td>20-Jan</td>
<td>Citations Workshop (N. Tummon) / Becoming a Member of Society Part 1</td>
<td>C-B, Ch 2 &amp; Anderson (2009)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>22-Jan</td>
<td>Becoming a Member of Society Part 2</td>
<td></td>
<td>Q2 in lecture</td>
</tr>
<tr>
<td>4</td>
<td>Mon</td>
<td>27-Jan</td>
<td>Deviance Part 1</td>
<td>C-B, Ch 3, p. 61-78 only &amp; Becker (1953)</td>
<td>R#1 DUE (Q1&amp;2)</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>29-Jan</td>
<td>Deviance Part 2</td>
<td></td>
<td>Q3 in lecture</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>05-Feb</td>
<td>Social Inequality and Social Class Part 2</td>
<td></td>
<td>Q4 in lecture</td>
</tr>
<tr>
<td>6</td>
<td>Mon</td>
<td>10-Feb</td>
<td>Globalization and Global Inequality Part 1</td>
<td>C-B, Ch 12 &amp; Robinson (2016)</td>
<td>R#2 DUE (Q3&amp;4)</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>12-Feb</td>
<td>Globalization and Global Inequality Part 2</td>
<td></td>
<td>Q5 in lecture</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>19-Feb</td>
<td>The Social Construction of Race and Ethnicity Part 2</td>
<td></td>
<td>Q6 in lecture</td>
</tr>
<tr>
<td>8</td>
<td>Mon</td>
<td>24-Feb</td>
<td>Gender at the Intersections Part 1</td>
<td>C-B, Ch 6 &amp; Meadow (2010) &amp; Druits &amp; van Zoonen (2006)</td>
<td>RP#3 DUE (Q 5&amp;6)</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>26-Feb</td>
<td>Gender at the Intersections Part 2</td>
<td></td>
<td>Q7 in lecture</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>READING WEEK – NO CLASSES OR OFFICE HOURS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mon</td>
<td>09-Mar</td>
<td>Work &amp; Rationalization Part 1</td>
<td>C-B, Ch 10 &amp; Aviv (2016)</td>
<td></td>
</tr>
</tbody>
</table>
The Fine Print

**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. Some videos shown in class may not be publicly available. If you must miss class, be sure to get notes from one of your fellow students; please do not e-mail the instructor or the TAs to ask what you have missed.

**Participation**
There is no participation mark in this course. However, we will regularly devote class time to discussions, especially on dates when response papers have been submitted and everyone will have reflected on particular aspects of the material. Your experience in this course will be enhanced if you become an active learner and participate in these discussions.

**Laptops, cell phones, and other electronic devices**
Research has shown that the use of electronic devices in class reduces comprehension and retention. If you don’t want to take my word for it, have a look at the following article: [https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop](https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/)

You are strongly discouraged from using these devices in class. If the use of an electronic device disrupts the instructor or other students, you will be asked to turn it off. If the disruption occurs repeatedly you will be asked to leave the classroom.

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Reading Material</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Mon 16-Mar</td>
<td>The Family Part 1</td>
<td>C-B, Ch 9 &amp; Khan (2011)</td>
<td>R#4 DUE (Q7&amp;8)</td>
<td></td>
</tr>
<tr>
<td>Wed 18-Mar</td>
<td>The Family Part 2</td>
<td></td>
<td>Q9 in lecture</td>
<td></td>
</tr>
<tr>
<td>12 Mon 23-Mar</td>
<td>Education Part 1</td>
<td>C-B, Ch 9 &amp; Khan (2011)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 25-Mar</td>
<td>Education Part 2</td>
<td></td>
<td>Q10 in lecture</td>
<td></td>
</tr>
<tr>
<td>13 Mon 30-Mar</td>
<td>Change Through Policy &amp; The Law Part 1</td>
<td>C-B, Ch 13 &amp; Ch 7 p. 204-207</td>
<td>R#5 DUE (Q9&amp;10)</td>
<td></td>
</tr>
<tr>
<td>Wed 01-Apr</td>
<td>Change Through Policy &amp; The Law Part 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Mon 06-Apr</td>
<td>Social Movements Part 1</td>
<td>C-B, Ch 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 08-Apr</td>
<td>Social Movements Part 2 &amp; Wrap Up</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Civility**
Disrespectful behavior toward the instructor, the TAs, or other students in the class will not be tolerated. Incidents may be reported to the department head at the discretion of the instructor, and disciplinary measures may be pursued.

**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. I recommend sending messages through MyCourses to ensure your messages to me from a non-McGill account are not mistaken for spam.

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 (e.g. Dear Prof. Elrick) and be signed with your full name. They should also be written in full sentences.

I will endeavor to respond to e-mails within 24 hours, but this may not always be possible. Please note that I am generally offline weekdays after 6pm and on weekends and holidays. 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.

**Grade appeals**
Instructors and teaching assistants take the marking of assignments very seriously, and we work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error simply alert a TA of the error.
- In the case of more substantive appeals, you must:
  1. Wait at least 24 hours after receiving your mark.
  2. Carefully re-read your paper/assignment/test, all guidelines and marking schemes, and the grader’s comments.
  3. Arrange to discuss the matter with a TA.
  4. If, after meeting with the TA, you wish to appeal, you must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as “I worked very hard on this” or “I need a higher grade to apply to X” are not compelling. Also, please note that **upon re-grade your mark may go down, stay the same, or go up.**

**Language of Evaluation**
“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.” (approved by Senate on 21 January 2009 – see also the section in this document on Assignments and evaluation.)
«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).»

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/ for more information). (approved by Senate on 29 January 2003)

«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/).»

Policy Concerning the Rights of Students with Disabilities
If you need any accommodation please contact the Office for Students with Disabilities (http://www.mcgill.ca/osd/ 398-6009). You may also contact me directly. I will make every reasonable effort to accommodate you.

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. Recording and distributing recordings of lectures is prohibited unless the instructor gives written consent. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Course Changes in Extraordinary Circumstances
In the event of extraordinary circumstances beyond the university’s control, the content and/or evaluation scheme in this course is subject to change.

Bibliography of Required Readings in Addition to the Textbook (subject to change at the discretion of the instructor.)


