

**St. Francis Xavier University**  
**Department of Sociology**  
**Fall 2022**

**Course:** SOCI 101.11: Introduction to Sociology I  
**Instructor:** Dr. Peter Mallory  
**Email:** pmallory@stfx.ca  
**Lecture Schedule:** E4 Monday 6:30 to 9:30PM

**In-Person Office Hours:** 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 introduces you to the most fundamental aspects of the discipline of sociology. 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 the social world
- 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**

1. Johnson, Allan. 2014. *The Forest and the Trees: Sociology as Life, Practice, and Promise*. 3rd edition. Philadelphia: Temple University Press.

2. For details on how to access other weekly readings, see the course Moodle page.

### **Course Evaluation**

October Test	25%
November Test	25%

Final Exam	40%
Class Participation	10%

*Tests and Exams:*

There will be two in-class tests on **October 17** and **November 21**. A final exam will be held in the December exam period. Both tests and the final exam are open book.

*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**

### **Part 1: Thinking Like a Sociologist**

#### **September 12: The Sociological Imagination**

- Johnson. The Forest and the Trees. Pp. 1-30
- Mills, C. Wright. 1959. "The Promise." Pp. 3-24 in *The Sociological Imagination*. New York: Oxford University Press. [excerpt]

#### **September 19: Thinking Socially about Climate and Disaster**

- Brym, Robert. 2015. "Hurricane Katrina and the Myth of Natural Disasters." Pp. 53-82 in *Sociology as a Life or Death Issue*. Toronto: Nelson.
- Klinenberg, Eric. 2004. "Denaturalizing Disaster: A Social Autopsy of the 1995 Chicago Heat Wave." Pp. 308-317 in *Violence in War and Peace: an Anthology*, edited by N. Scheper-Hughes and P. Bourgois. Malden, MA: Blackwell Publishers.

#### **September 26: Thinking Socially About Emotions**

- Hochschild, Arlie. 2011 [original 1979]. "Emotion Work and Feeling Rules." Pp. 51-56 in *Inside Social Life*, edited by S. Cahill and K. Sandstrom. New York: Oxford University Press.
- Durkheim, Émile. 1982 [original 1895]. "What is a Social Fact?" Pp. 50-59 in *The Rules of Sociological Method*. New York: The Free Press.

## Part 2: Meaning, Structure, and Agency

### October 3: Culture and Symbols

- Johnson. Chapter 2. Pp. 31-62.
- Zerubavel, Eviatar. 1991. *The Fine Line: Making Distinctions in Everyday Life*. Chicago: University of Chicago Press. [Expert]

### October 10: Thanksgiving Holiday—No class

### October 17: The Structures of Social Life

- Johnson. Chapter 3. Pp. 63-90.
- Gross, Neil. 2019. “Why do the Democrats keep saying ‘structural?’” *New York Times*, July 31.

\*Test #1 October 17, during regular class time from 6:30 to 7:45, covering all material from September 7 to October 3

### October 24: Social Interaction

- Johnson. Chapter 5. Pp. 107-124.
- Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*. Toronto: Doubleday. Pages: 1-16.

Midterm grades available on October 26

## Part 3: Confronting Inequality

### October 31: Gender

- Smith, Dorothy. 1987. “The Authority of the Male Voice.” Pp. 29-34 in *The Everyday World as Problematic*. Boston: Northeastern University Press.
- Hochschild, Arlie, with Anne Machung. 1989. *The Second Shift: Working Families and the Revolution at Home*. New York: Penguin. [excerpt]
- Wade, Lisa. 2017. *American Hookup: The New Culture of Sex on Campus*. New York: W.W. Norton. [excerpt]

Wednesday, November 2—last day to drop first-term three-credit courses

### November 7: Fall Study Break (No Classes)

### **November 14: Social Class and Social Inequality**

- Marx, Karl and Friedrich Engels. 1978 [original 1848]. “The Communist Manifesto [selection].” Pp. 473-483 in *The Marx-Engels Reader*, edited by R. Tucker. New York: Norton.
- Proudfoot, Shannon. 2019. “What Does it Mean to Be Working-Class in Canada?” *MacLean’s*, July 16.

### **November 21. Political Sociology and Social Movements: Making Sense of ‘Left’ and ‘Right’**

- Hochschild, Arlie. 2016. “Special Report: I Spent 5 Years with Some of Trump’s Biggest Fans. Here’s What They Won’t Tell You.” *Mother Jones*, September/October Issue.
- Manza, Jeff, and Ned Crowley. 2018. “Ethnonationalism and the Rise of Donald Trump.” *Contexts* 17(1):28–33.

\*Test #2: November 21, during regular class time from 6:30-7:45, covering all material from September 7 to November 14

### **November 28: Racial Inequality in Everyday Life**

- Johnson. Chapter 7. Pp. 147-159.
- Anderson, Elijah. 2015. “The White Space.” *Sociology of Race and Ethnicity* 1(1): 10–21.
- Cobb, Jelani. 2018. “Starbucks and the Issue of White Space.” *The New Yorker*, May 27.

### **December 5: Conclusion to the Course**

- Johnson. Epilogue “Who are we really?” Pp. 161-164.

## **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. This course may challenge your view of the world.

**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.

**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 either speak with me or contact The Tramble Centre for Accessible Learning so that appropriate arrangements can be made.

**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**

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