



UNIVERSITY OF CALGARY

Fall 2020

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Sociology of Identity (Advanced Topics in Sociology)			
Course Number	SOCI 401.51		
Pre/Co-Requisites	Sociology 313		
Instructor Name	Scott McLean	Email	smclean@ucalgary.ca
Instructor Email Policy	D2L is the primary platform for communication in this course. Questions regarding course content and examinations should be posted to the appropriate location on D2L. Instructions will be provided as to what types of communication are appropriate for various locations on D2L. You are free to email me if you have questions or concerns that you do not wish to communicate publicly. Note that I will respond to emails as quickly as feasible and according to their urgency.		
Office Location	n/a	Office Hours	n/a
Telephone No.	n/a		
TA Name	Mojtaba Rostami	TA Email	mojtaba.rostami1@ucalgary.ca
TA Office Location	n/a	TA Office Hours	n/a
Class Dates	Zoom sessions on Mondays, with weekly details given below.		
Class Times	11:00 to 11:50		
Class Location	Online		

Course Description

Calendar description: This senior-level undergraduate course explores social theory and empirical research concerning the formation and reproduction of human identities. The fluid and multi-faceted nature of identity is examined through study of the social processes through which we come to understand ourselves and others as individuals and as members of various collectivities in domains including: ethnicity and race; nationalism and cosmopolitanism; gender and sexuality;

social class, work, and consumption; age and the life course; localities and online communities; and religion and fandoms.

This course focuses on seven domains central to the sociology of identity:

1. Ethnicity and race
2. Gender and sexuality
3. Social class, work, and consumption
4. Nationalism, cosmopolitanism and citizenship
5. Families, age and the life course
6. Localities and online communities
7. Religion, fandoms and social movements

Students build knowledge of sociological theory and research about each of these domains. During the first session of the course, the instructor presents twelve propositions regarding the sociological understanding of identity. Students read sociological articles about the above domains, completing study questions that link the instructor's propositions with each reading. These study questions form the basis of two of the three take-home exams for this course. The other exam requires students to integrate and synthesize knowledge about the sociology of identity through an essay.

Course Objectives/Learning Outcomes

- Understand key concepts in the sociology of identity – including those contained in the instructor's twelve propositions.
- Analyze examples of empirical work that reflect divergent research methods and conceptualizations of identity.
- Understand claims to knowledge in a range of domains in the sociology of identity.
- Build skills in interpreting and assessing the claims to knowledge contained in recent sociological work published in peer-reviewed scholarly journals.
- Demonstrate reading comprehension and analysis skills by completing two take-home examinations requiring knowledge of all lectures and readings in the course.
- Practice the integration and synthesis of knowledge through completing a take-home examination (written essay format) requiring critical and creative thinking.

Course Format

Due to the COVID-19 pandemic, this course will be delivered without face-to-face instruction. Students are expected to be available for sessions to be facilitated via teleconference on Mondays from 11:00 to 11:50. All other instruction will take place via D2L.

Learning Resources

There is no assigned textbook for this course, nor any materials for purchase at the bookstore. All assigned readings are accessible online through the University of Calgary Library. Specific readings are listed below for each week of the course.

Learning Technologies and Requirements

There is a D2L site for this course, which contains all relevant class resources and materials (see d2l.ucalgary.ca). Given that this course is delivered remotely, you must have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband (stable) internet connection.

Note that most current laptops have a built-in webcam, speaker and microphone.

Schedule of Lectures and Readings

Synopsis

Week / theme	Readings	Take home exams
1. Introduction	Snow (1987); Pager (2009)	
2. Race & ethnicity	Creese (2018); Jiménez (2008)	
3. Race & ethnicity	Hintjens (2001); Shirley (2010)	
4. Gender & Sexuality	Cairns (2011); Myers (2010)	
5. Gender & Sexuality	Ispa-Landa (2013); Richardson (2010)	
6. Social class & consumption	Johnston (2007)	Exam 1 Oct. 13 – 15
7. Social class & consumption	Rivers-Moore (2010); Thiel (2007)	
8. Nationalism & citizenship	Hastings (2020); Snee (2013)	
9. Nationalism & citizenship	Maxwell (2019); Nagra (2016)	Exam 2 released Nov. 2
10. Families, age & life course	Rafalow (2018); Stoilova (2017)	Exam 2 due Nov. 12
11. Families, age & life course	Lehmann (2013); Silva (2012)	
12. Localities & online communities	Brown-Saracino (2015); Whitehead (2010)	
13. Religion, fandoms & social movements	Barnard (2016); Frost (2019); Hodkinson (2016)	
14. Conclusion	n/a	Exam 3 Dec. 7 – 9

Week 1: Introduction (September 8 – 13)

- Start of classes on September 8. No videoconference session this week.
- Readings:
 - Pager, Devah, Bruce Western & Bart Bonikowski (2009) Discrimination in a low-wage labor market: A field experiment. *American Sociological Review*, 74 (5) 777-799.
 - Snow, David & Leon Anderson (1987) Identity work among the homeless: The verbal construction and avowal of personal identities. *American Journal of Sociology*, 92 (6) 1336-1371.

Week 2: Race and ethnicity (September 14 – 20)

- Videoconference session on September 14 at 11:00.
 - Lecture: introduction and course overview
 - Lecture: twelve propositions about identity
 - Musical interlude: *Changes* (2Pac)

- Question and answer session
- Readings:
 - Creese, Gillian (2019) Growing up African Canadian in Vancouver: Racialization, gender and sexuality. *Canadian Journal of Sociology*, 44 (4) 425-446.
 - Jiménez, Tomás (2008) Mexican immigrant replenishment and the continuing significance of ethnicity and race. *American Journal of Sociology*, 113 (6) 1527-1567.

Week 3: Race and ethnicity (September 21 – 27)

- Videoconference session on September 21 at 11:00.
 - Lecture: Freud, Foucault and the cornerstones of sociological thinking about identity
 - Musical interlude: *Your Redneck Past* (Ben Folds Five)
 - Question and answer session
- Readings:
 - Hintjens, Helen (2001) When identity becomes a knife: Reflecting on the genocide in Rwanda. *Ethnicities*, 1(1) 25-55.
 - Shirley, Carla (2010) “You might be a redneck if...” Boundary work among rural, southern whites. *Social Forces*, 89 (1) 35-62.

Week 4: Gender and sexuality (September 28 – October 4)

- Videoconference session on September 28 at 11:00.
 - Lecture: primordial and mobilizationist explanations of collective boundaries
 - Musical interlude: *Boy Named Sue* (Johnny Cash)
 - Question and answer session
- Readings:
 - Cairns, Kate, Josée Johnston & Shyon Baumann (2010) Caring about food: Doing gender in the foodie kitchen. *Gender & Society*, 24 (5) 591-615.
 - Myers, Kristen & Laura Raymond (2010) Elementary school girls and heteronormativity. *Gender & Society*, 24 (2) 167-188.

Week 5: Gender and sexuality (October 5 – 11)

- Videoconference session on October 5 at 11:00.
 - Lecture: the social construction of individuality
 - Musical interlude: *What it Feels Like for a Girl* (Madonna)
 - Question and answer session
- Readings:
 - Ispa-Landa, Simone (2013) Gender, race, and justifications for group exclusion: Urban black students bussed to affluent suburban schools. *Sociology of Education* 86 (3) 218-233.
 - Richardson, Diane (2010) Youth masculinities: Compelling male heterosexuality. *British Journal of Sociology*, 61 (4) 737-756.

Week 6: Social class, work and consumption (October 12 – 18)

- No videoconference session October 12 due to Thanksgiving Day.
- **Take home examination released** October 13 at noon and due October 15 at noon.
- Reading:
 - Johnston, Josée & Shyon Baumann (2007) Democracy versus distinction: A study of omnivorousness in gourmet food writing. *American Journal of Sociology*, 113 (1) 165-204.

Week 7: Social class, work and consumption (October 19 – 25)

- Videoconference session on October 19 at 11:00.
 - Lecture: High school friendships and social class boundaries
 - Musical interlude: *Circle of Steel* (Gordon Lightfoot)
 - Question and answer session
- Readings:
 - Rivers-Moore, Megan (2010) But the kids are okay: Motherhood, consumption and sex work in neo-liberal Latin America. *British Journal of Sociology*, 61 (4) 716-736.
 - Thiel, Darren (2007) Class in construction: London building workers, dirty work and physical cultures. *British Journal of Sociology*, 58 (2) 227-251.

Week 8: Nationalism, cosmopolitanism and citizenship (October 26 – November 1)

- Videoconference session on October 26 at 11:00.
 - Lecture: Becoming Canadian (citizenship test preparation deconstructed)
 - Musical interlude: *Canada's Really Big* (Arrogant Worms)
 - Question and answer session
- Readings:
 - Hastings, Colin, Eric Mykhalovskiy, Chris Sanders & Laura Bisailon (2020) Disrupting a Canadian prairie fantasy and constructing racial otherness: An analysis of news media coverage of Trevis Smith's criminal HIV non-disclosure case. *Canadian Journal of Sociology*, 45(1) 1-22.
 - Snee, Helene (2013) Framing the other: Cosmopolitanism and the representation of difference in overseas gap year narratives. *British Journal of Sociology*, 64 (1) 142-162.

Week 9: Nationalism, cosmopolitanism and citizenship (November 2 – 8)

- Videoconference session on November 2 at 11:00.
 - Lecture: Overview of the second take-home examination
 - Question and answer session
- Readings:
 - Maxwell, Rahsaan (2019) Everyone deserves quiche: French school lunch programmes and national culture in a globalized world. *British Journal of Sociology*, 70 (4) 1424-1447.
 - Nagra, Baljit & Paula Maurutto (2016) Crossing borders and managing racialized identities: Experiences of security and surveillance among young Canadian Muslims. *Canadian Journal of Sociology*, 41 (2) 165-194.
- **Take home examination** released November 2 at 11:00 and due November 12 at noon.

Week 10: Families, age and the life course (November 9 – 15)

- No videoconference session November 9 due to term break.
- Readings:
 - Rafalow, Matthew (2018) Disciplining play: Digital youth culture as capital at school. *American Journal of Sociology*, 123 (5) 1416-1452.
 - Stoilova, Mariya, Sasha Roseneil, Julia Carter, Simon Duncan & Miranda Phillips (2017) Constructions, reconstructions and deconstructions of 'family' amongst people who live apart together (LATs). *British Journal of Sociology*, 68 (1) 78-96.
- **Take home examination** released November 2 at 11:00 and due November 12 at noon.

Week 11: Families, age and the life course (November 16 – 22)

- Videoconference session on November 16 at 11:00.
 - Lecture: Other people's racism (conflict at high school)
 - Musical interlude: *At Seventeen* (Janis Ian)
 - Question and answer session
- Readings:
 - Lehmann, Wolfgang (2014) Habitus transformation and hidden injuries: Successful working class university students. *Sociology of Education* 87 (1) 1-15.
 - Silva, Jennifer (2012) Constructing adulthood in an age of uncertainty. *American Sociological Review*, 77 (4) 505-522.

Week 12: Localities and online communities (November 23 – 29)

- Videoconference session on November 23 at 11:00.
 - Lecture: Understanding school shootings in the USA
 - Musical interlude: *My Hometown* (Bruce Springsteen)
 - Question and answer session
- Readings:
 - Brown-Saracino, Japonica (2015) How places shape identity: The origins of distinctive LBQ identities in four small U.S. cities. *American Journal of Sociology*, 121 (1) 1-63.
 - Whitehead, Krista (2010) "Hunger hurts but starving works": A case study of gendered practices in the online pro-eating-disorder community. *Canadian Journal of Sociology*, 35 (4) 595-626.

Week 13: Religion, fandoms and movements (November 30 – December 6)

- Videoconference session on November 30 at 11:00.
 - Lecture: Course wrap-up lecture
 - Musical interlude: *Chocolate Jesus* (Tom Waits)
 - Question and answer session
- Readings:
 - Barnard, Alex (2016) Making the city "second nature": Freegan "dumpster divers" and the materiality of morality. *American Journal of Sociology*, 121 (4) 1017-50.

- Frost, Jacqui (2019) Certainty, uncertainty, or indifference? Examining variation in the identity narratives of nonreligious Americans. *American Sociological Review*, 84 (5) 828-850.
- Hodkinson, Paul & Jon Garland (2016) Targeted harassment, subcultural identity and the embrace of difference: A case study. *British Journal of Sociology*, 67 (3) 541-561.

Week 14: Conclusion (December 7 – 9)

- **Take home examination** released December 7 at noon and due December 9 at noon.
- End of classes on December 9.

Methods of Assessment and Grading Weights

Students should complete required readings on time. Students should read each assigned article by the end of the week with which it is associated on the schedule above. This will prepare students for lectures and examinations.

All take home examinations must be submitted via the D2L site associated with this course. Follow the instructions provided on D2L.

Take home examinations may not be submitted late. Students will have ample time to complete each take home examination. To ensure fairness to all students, no extensions will be granted.

Grades in this class will be based on the completion of the following requirements:

- First take-home examination held from October 13 – 15 (35%)
- Second take-home examination held from November 2 – 12 (30%)
- Third take-home examination, held from December 7 – 9 (35%)

Final Exam Information

There is no final examination for this course.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale.

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Absences and Deferrals

Students who do not submit an assignment or examination should inform the instructor as soon as possible. If the reason provided is acceptable, the instructor may approve an alternative arrangement. However, since all assignments and examinations in this course are of a “take home” nature, alternative arrangements will be granted rarely and only if warranted by circumstances.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Grade Reappraisal

Within one week of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one’s mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Handing in Papers, Assignments

1. All assignments and examinations must be submitted via D2L in accordance with instructions.
2. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
3. Final grades are not posted by the Sociology Department. They are only available online.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at the times identified above for a “live” video conference.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behavior in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g., [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit:

<https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor will record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session.

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Recording of Lectures

Note that the audio or video recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Sharing of Lecture Notes and Exam Questions

Note that publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at: <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website: <https://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.