

Ryerson University – Sociology

SOC 103: How Society Works

Lectures: Tuesday 1PM to 3PM, Kerr Hall South 239

Tutorials:

Section 5: Monday 9AM, POD 361

Section 6: Monday 10 AM, VIC 304

Section 7: Friday, 1 PM, SHE 637

Section 8: Monday 9 AM, VIC 209

Section 9: Monday 10 AM, VIC 513

Instructor: Prof. Paul S. Moore
E-mail: psmoore@ryerson.ca
Office: Sociology Department – Jorgenson JOR 306
Phone: 416 979 5000 ext. 2604
Office Hours: Tuesdays, Noon to 1 pm, or by appointment
E-Forum: Weekly Discussion Forum on Blackboard

I will normally reply to E-mail or phone messages within 48 hours. E-mail is best used as business communications. Stick to administrative details or “course business” for e-mail. To discuss ideas and the substance of lectures, assignments, or tests meet with me or your tutorial assistant in person during office hours, by appointment, or on the Blackboard forum.

Check our Blackboard page frequently for announcements, supporting web links and documents, and any helpful notes. All in-class handouts will be posted here.

For Blackboard, you MUST use your @RYERSON.CA e-mail and log-in through my.ryerson.ca

COURSE DESCRIPTION

This course provides an introduction to some of the major issues in the discipline of sociology. It examines how societies come into existence, how they are organized and maintained, and how they change. The major sociological perspectives are used to understand the relationship between culture, institutions, and social behaviour; the process of socialization; globalization and the political-economic structure of Canadian society; and the resulting social inequalities of class, race, and gender.

TEXTBOOKS

1. Charles Lemert. 2005. *Social Things, 3rd Edition*. (Lanham, MD: Rowman & Littlefield).
2. Kazuo Ishiguro. 2005. *Never Let Me Go*. (Toronto: Vintage)
3. Hal Niedzviecki. 2006. *Hello, I'm Special: How Individuality Became the New Conformity*. (New York: City Lights) Also available 2005 Canadian Edition (Toronto: Penguin).
4. Paul & Elder. 2003. *How to Read a Paragraph*. (Foundation for Critical Thinking).

COURSE INTRODUCTION

We live with freedom and make personal choices, but not in conditions of our own choosing.

The tension between the individual and the larger public... the way we can make free choices, but can't control the conditions or consequences of our own actions... **that** is the subject of sociology. Indeed, the idea of human freedom can be understood sociologically as a result of politics, modern technology, and economics – not something natural or assumed, even when defending important human rights. I am asking you in this course to reconsider and question some things you accept as obvious, some facts you never question. The purpose, overall, is to be thoughtful and reflexive about yourself as a social person, interacting with others. Your writing in this liberal studies course is key to communicating how you interpret the world. You will write with some freedom and flexibility, but not in conditions of your own choosing!

REQUIRED WORK AND GRADING STRUCTURE:

Component	Format	Value	Due Dates
2 Tests	Multiple choice and Short Answer	First: 15% Second: 10%	Feb 12 & March 11
Tutorial Work	Best 8 of 10 Various in-tutorial activities – absolutely no make-up opportunities.	8 x 2% = 16%	Almost Weekly
Proposal	2-3 page written review of topic	14%	Feb 26
Essay	8-9 page written analysis of research	25%	March 25
Exam	Multiple Choice and Short Answer	20%	Exam Period

2 Tests (Multiple choice and short answers; First Hour on Feb 12 & March 11)..... 15% & 10% = 25%
There may be a make-up test for students with a valid excuse and a Ryerson Medical Certificate completed by your doctor. It would have to be more difficult than the in-class test.

8 out of 9 Tutorial Activities (Almost Weekly–absolutely no make-up chances) ...8 x 2% = 16%
Various (see schedule): some multiple choice quizzes; some written paragraphs; small- & large- group presentations.

Proposal – 2-3 page review of your chosen essay topic (Written In Class February 26) 14%
Detailed Instructions will be reviewed and distributed in class.
You will use this writing exercise to develop a “thesis statement” presentation in tutorials over the next weeks.

Essay – 8-9 page analysis of your chosen essay topic (Due In Class March 25) 25%
Detailed Instructions will be reviewed and distributed in class.
All essays are due in class. Late penalty: 2 mark deduction (out of 25), and a further 2 marks per extra day late.
8 to 9 typed pages, double-spaced, 12 pt font, 1” margin (about 3000 words in length).

Exam (Multiple choice and short answers; in Exam period) 20%
You must contact the instructor within three days of the exam if you miss it. The only valid excuse is medical and you will need a Ryerson Medical Certificate completed by your doctor to arrange a make-up exam.

STUDENTS MUST COMPLETE BOTH THE ESSAY AND FINAL EXAM TO PASS.
Not submitting the essay or missing the exam will give you an F in the entire course, no matter how well you've done in the other requirements combined.

ACADEMIC INTEGRITY

As in all courses, you are expected to follow the Student Code of Conduct. Specifically for the essay in our course, cheating and plagiarism includes inventing data or using others' research without proper credit and referencing. Read about the Code, issues around proper citation, cheating, and plagiarism, and consider your student rights and responsibilities at the following Ryerson website: www.ryerson.ca/academicintegrity

ACCESS CENTRE

Ryerson provides much support for students with physical & learning disabilities. Students requiring assistance and accommodations for their circumstances should introduce themselves to me *immediately* to discuss a plan for the course. Find out more at the following Ryerson website: www.ryerson.ca/accesscentre

WRITING CENTRE (Help in essay composition): www.ryerson.ca/writing-centre

STUDENT SERVICES (Various Counseling and Support): www.ryerson.ca/student-services

**SOC 103 – Sections 9, 10, 11.
Course Schedule – Winter 2007. Prof. Moore**

Week (Date)	Lecture – (There will also be websites and additional material and readings posted through Blackboard most weeks – read the announcements!)	Tutorial – practice in reading and writing, discussion	Due Dates
1. (Jan. 8)	Introductions <ul style="list-style-type: none"> • Course Outline; Schedule • Introduction to Lemert, <i>Social Things</i>. • Assignments, Test & Exam 	No Tutorial in first week	
2. (Jan. 15)	The Sociological Life <ul style="list-style-type: none"> • Lemert, <i>Social Things</i>, pages 1-44. 	Introduction to Tutorials and the nine planned tutorial activities	
3. (Jan. 22)	Sociology (as an academic discipline) <ul style="list-style-type: none"> • Lemert, <i>Social Things</i>, pages 45-103. 	Reading and Writing an Evaluation of a Paragraph from Lemert. (Written paragraph, peer-evaluated and verified by TA.)	
4. (Jan. 29)	Social Things <ul style="list-style-type: none"> • Lemert, <i>Social Things</i>, pages 104-164. 	Reading and Comprehension of a Paragraph from Lemert. (Written paragraph, peer-evaluated and verified by TA.)	
5. (Feb. 5)	Global Things <ul style="list-style-type: none"> • Lemert, <i>Social Things</i>, pages 165-216. 	Reading and Writing an Evaluation of a Paragraph from Lemert. (Written paragraph, peer-evaluated and verified by TA.)	
6. (Feb. 12)	First In-Class Test on Lemert, Social Things <ul style="list-style-type: none"> • 2nd Hour after Test is Introduction to <i>Never Let Me Go</i> to prepare for Proposal and Essay Choice (possible essay topics handed out) 	Discussion and Q&A about Proposal and Essay, topic choices and format.	• 1 st TEST in-class first hour on Feb 12.
(Feb 19)	FEBRUARY BREAK – No classes or tutorials		

7. (Feb. 26)	Introduction to Ishiguro, Never Let Me Go (<i>assumes you began reading it over the break...</i>)	Present Proposal to small group of 4 others. 3-4 minutes plus 3-4 minutes discussion. (Peer-evaluated and verified by TA.)	• <u>Writing Exercise</u> in-class on Feb 26. (Essay Proposal)
8. (March 4)	Introduction to Ishiguro, Never Let Me Go (<i>assumes you finished reading it this week</i>)	10 People will present proposal to entire tutorial group for just 2 minutes. Followed by 1 Minute comment by TA. Graded by TA. Timeslot is assigned alphabetically, no choice and no make-up. The 20 others each week get a grade of 2% for attendance.	
9. (March 11)	Second In-Class Test on Interpreting "Never Let Me Go" • 2 nd Hour after Test is Introduction to <i>Hello, I'm Special</i> and checklist for Essay writing.		• <u>2nd TEST</u> in-class first hour on March 11
10. (March 18)	Who We Are Now; Alone Together • Niedzviecki, Hello I'm Special. First Part, with chapter titles above.		No Friday Tutorial on March 21
11. (March 25)	Re-creating the Individual; The Paradox of Individuality • Niedzviecki, Hello I'm Special. Second & Third Parts, with titles above.	"Reading" and comprehension of a passage from Niedzviecki. (Written paragraph. Peer-evaluated and verified by TA.)	• <u>Essay Due</u> in-class on March 25 • Faculty Course Surveys in class this week
12. (April 1)	Rebellion?; On My Own at the End of the Road • Niedzviecki, Hello I'm Special. Fourth Part & Conclusion, with titles above.	"Reading" and writing a paragraph about a passage of Niedzviecki. (Peer-graded, verified by TA.)	
13. (April 8)	Review for Exam – 2nd Hour is Q&A	All Tutorials will meet one last time for Exam Review Q&A.	
APRIL Exam Schedule (TBA) May be anytime April 14 th to 27 th , including Saturdays and Sundays • EXAM			

SOC 103 – Sections 5, 6, 7, 8, & 9. (Prof. Moore) – Winter 2008

General Instructions and Grading Rubric for Major Essay

(Further details will be distributed and discussed in class.)

As in all Liberal Studies courses, the essay is a sustained, lengthy *critical analytic writing exercise*. It must be submitted to pass the course, no matter how well you do on all the other work combined. In an analytic essay, you need to spend a significant amount of your space carefully reviewing previous research on the topic, and also presenting your own interpretation of the topic based on some of your own original research. You want to explain how your essay and ideas are different from anyone else's in class.

Your assignments must be 8 to 9 typed pages: double-spaced, 1" margins, 12pt font.
(Approximately 3000 words, and an absolute maximum of 3500 words).

Always keep a duplicate copy of your assignments in your own files.

As in all essays, you should have a brief and thoughtful introduction. You should spend a paragraph (about 200-250 words) stating concisely the crux of your argument, outlining the problem you will tackle, and giving a hint of your conclusion. Tell me in the beginning what your own interpretation will be! A good introduction states in plain language what the point of your paper is. Give the reader a map or guide to the rest of the essay.

In general, your assignment should spend roughly the same amount of space on each of the following four components. And, in general, these should be discussed in the listed order, approximately two-and-a-half pages for each:

1. **Review of the Topic:** Your starting point, explaining why the topic is important and your interest in it. (Done in first draft as part of your proposal.)
2. **Presentation of Results:** How prior-research articles and Lemert fit with your own interpretation of the novel. In other words, an overview of the topic after all the research you did.
3. **Interpretation and Evaluation:** Your ending point making a concluding, synthesized interpretation of the topic, considering what you learned in doing research and how your understanding of the topic might have changed or was strengthened.

This basic structure above is meant as a guideline, as a rule of thumb. Some creativity and flexibility is allowed. You may thus stake out a structure more suitable to your own research results and interpretations, provided you still meet all of the required criteria.

TWO IMPORTANT NOTES about Academic Honesty related to these assignments:
(See also your *Student Code of Conduct* www.ryerson.ca/academicintegrity)

1. Copying any more than a phrase from someone without quoting is plagiarism: cheating!
2. You cannot gather and present the same results or observations as other students, and you cannot co-author or hand in the same assignment as other students – *even if you do similar research together*. You can do work together, and you can help each other, but you must do your own research and writing *as an individual* regardless of what degree you worked together.

Grading Criteria (to be used for feedback in marking the essay):

	Assignment Criteria	Needs Improvement – Not up to minimum requirements	Good Work – Meets requirements	Excellent Work – Exceeds requirements
1.	Writing Mechanics	Essay not proof-read; writing is awkward or unclear; sources are not properly cited.	Essay is carefully written and edited; proper citations and references; language is clear and straightforward.	Exceptionally well-written with a degree of confidence.
2.	Paper and Argument Structure	Lacking organization in structure; confused flow of statements and logic; missing or incomplete requirements; lack of balance among components; too long or short.	Effectively and efficiently organized; appropriate length; balance among required components; clear introduction; strong summary remarks.	
3.	Use of Course Texts and Key Concepts	Course concepts, keywords, and texts are used incorrectly or not at all.	Competent and correct use of course material and concepts.	Innovative and unexpected use of course material and concepts.
4.	Accounting for the overall goals and purpose	Instructed purpose and goals are not reviewed, or misunderstood.	Clear review and demonstrated understanding of purpose and goals.	
5.	Reporting the Research you found in library	Your report of prior research is absent; too much or too little detail is reported; unimportant details get the same attention as interesting points.	Prior research is described effectively and efficiently; Key details are identified as important or interesting.	
6.	Presentation of what you found yourself in the novel	Your presentation of results is absent; too much or too little detail is presented; unimportant details get the same attention as interesting points.	All results are presented effectively and efficiently; Key observations are identified as important or interesting.	
7.	Interpretation of your results in context of overall goals and purpose	Your conclusion is missing interpretation of results; “opinions” are not based on results or procedure; not connected to the overall stated goals.	You conclude with valid and sensible ideas based upon your results and procedure and connecting back to the overall stated goals.	Innovative and unexpected reflection upon results, procedure, or original goals of research.