

## Ryerson University – Sociology

### SOC 107: Everyday Life

*Lectures: Mondays, 8:10 to 10AM, AMC 15*

*Tutorials:*

*Section 1: Wednesdays, 9:10 to 10AM, VIC 306*

*Section 2: Tuesdays, 9:10 to 10AM, SHE 651*

*Section 3: Fridays, 9:10 to 10AM, VIC 304*

*Section 4: Thursdays, 9:10 to 10AM, VIC 306*

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Office Hours: Mondays 10:10 to 11AM, or by appointment

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**

A sociological perspective allows us to see generality in particularity, and strangeness in the familiar. This course gives students a sociological perspective useful for investigating ordinary, common everyday activities and interaction that most of us find routinely engaging. Some concentration is provided to the urban experience of everyday life. Through examining seemingly mundane behaviours--eating, chatting, watching TV, etc., students study underlying structures that shape social behaviour and learn about historical and qualitative social research methods.

### **TEXTBOOKS**

1. Mark Paterson. 2006. *Consumption and Everyday Life*. (New York: Routledge).
2. Margaret Atwood. 2003. *Oryx and Crake*. (Toronto: McClelland and Stewart)
3. Astra Taylor. 2009. *Examined Life: Excursions with Contemporary Thinkers*. (Toronto: Fernwood). The book is an expanded transcript of the film, Examined Life (Taylor, 2009), National Film Board of Canada.

## COURSE INTRODUCTION

The contemporary experience of global, consumer society shapes our individual identities, our intimate interactions with family and friends, and our understanding of a shared cultural and political life amongst strangers drawing upon the resources of the environment. This course examines consumption as the foundation of everyday life, reviewing sociological thinking of the topic, interpreting carefully how those themes are active in a fictional dystopia of a post-consumer world, and then investigating how a sample of current theorists are variously speaking to similar concerns, whether overtly or indirectly.

## REQUIRED WORK AND GRADING STRUCTURE:

<b>Component</b>	<b>Format</b>	<b>Value</b>	<b>Due Dates</b>
Test on Paterson	Multiple choice and Short Answer	25%	Feb 22, in class
Tutorial Work	Various in-tutorial activities and quality of participation – absolutely no make-up opportunities	20%	Almost Weekly
Essay on Atwood	6-7 page written analysis of research	25%	Week of March 22, in tutorial
Exam on Examined Life	Short Answer	30%	Exam Period

**Test** (Multiple choice and short answers; In-Class on Feb 22) .....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.

**Tutorial Activities and Participation** (almost weekly)..... 20%  
You may miss any two, but otherwise there are absolutely no make-up chances

**Essay – 6-7 page essay, Atwood, Oryx and Crake** (Due In tutorial, Week of March 22) ..... 25%  
Detailed Instructions will be reviewed and distributed in class and posted on Blackboard in February.  
Late penalty: 2 mark deduction (out of 25), and a further 2 marks per extra day late.

**Exam** (Short answers; in Exam period)..... 30%  
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.

## 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](http://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: [www.ryerson.ca/accesscentre](http://www.ryerson.ca/accesscentre)

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

**STUDENT SERVICES** (Various Counseling and Support): [www.ryerson.ca/studentservices](http://www.ryerson.ca/studentservices)

**SOC 107 – Sections 1, 2, 3, 4.  
Course Schedule – Winter 2010. 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
<b>1.</b> (Jan. 11)	<b>Introductions</b> • Course Outline; Schedule • Introduction to Paterson, <i>Consumption and Everyday Life</i> . • Test, Essay & Exam	Introduction to Tutorials and the ten planned tutorial activities	
<b>2.</b> (Jan. 18)	<b>Consumption and Identity</b> • Paterson, <i>Consumption and Everyday Life</i> , pages 1-57.		
<b>3.</b> (Jan. 25)	<b>Commodification of Experience</b> • Paterson, <i>Consumption and Everyday Life</i> , pages 58-111.	Reading and Writing an Evaluation of a Paragraph from Paterson. (Written paragraph, peer-evaluated and verified by TA.)	
<b>4.</b> (Feb. 1)	<b>Nature and Knowledge</b> • Paterson, <i>Consumption and Everyday Life</i> , pages 112-168.		
<b>5.</b> (Feb. 8)	<b>Politics (out) of Consumption</b> • Paterson, <i>Consumption and Everyday Life</i> , pages 169-230.		
<b>(Feb 15)</b>	FEBRUARY BREAK – No classes or tutorials		
<b>6.</b> (Feb. 22)	<b>First In-Class Test on Paterson, Consumption and Everyday Life</b> • Essay Instructions for <i>Oryx and Crake</i> will be handed out	Optional Tutorial: Discussion and Q&A about Proposal and Essay, choosing topics and format.	• <b>TEST</b> in-class on Feb 22, begins at 8:30 precisely.

7. (Mar. 1)	Introduction to <b>Atwood, Oryx and Crake</b> ( <i>assumes you began reading it this week, at least the first half...</i> )	Discussion/Activity on Atwood	
8. (Mar. 8)	Continuation of <b>Atwood, Oryx and Crake</b> ( <i>assumes you finished reading it this week</i> )		
9. (Mar. 15)	<b>Atwood:</b> The Uses of Utopias and Dystopias in theorizing Everyday Life	Presentation of Introductory Paragraphs from essays on Atwood	
10. (Mar. 22)	<b>t.b.a.</b>	<ul style="list-style-type: none"> <li>• <b>Essays Due</b> in-tutorial, week of March 23-26 (one week following presentations of intro paragraphs)</li> </ul>	
11. (Mar. 29)	<u><b>Examined Life</b></u> <ul style="list-style-type: none"> <li>• Examined life: West, Ronnell, Nussbaum</li> </ul>	"Reading" and comprehension of a passage from Examined Life.	NOTE: No Friday Tutorial, April 2
12. (April 5)	<u><b>Examined Life</b></u> <ul style="list-style-type: none"> <li>• Examined life: Appiah, Zizek, Hardt</li> </ul>		
13. (April 12)	<u><b>Examined Life</b></u> <ul style="list-style-type: none"> <li>• Examined life: Singer, Butler</li> </ul>	No Tuesday Tutorial (although there are Tuesday classes otherwise on campus).	
<p style="text-align: center;"><b><u>APRIL Exam Schedule (TBA)</u></b></p> <p style="text-align: center;">May be anytime April 16 to 29, including Saturdays and Sundays</p> <p style="text-align: right;"><b>• EXAM</b></p>			

## SOC 107 – (Prof. Moore) – Winter 2010

### General Instructions and Grading Rubric for Major Essay

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

The essay is a sustained, lengthy *critical analytic writing exercise*. In an analytic essay, you need to spend a significant amount of your space carefully reviewing previous ideas on the topic, and also presenting your own interpretation. Reviewing descriptive details serves only to support your interpretation. You want to explain how your essay and ideas are different from anyone else's in class.

Your assignments must be 6 to 7 typed pages: double-spaced, 1" margins, 12pt font.  
(Approximately 2500 words, and an absolute maximum of 3000 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 components. And, in general, these should be discussed in the listed order, approximately three pages for each:

1. **Review of the Abstract or Theoretical Topic:** Your starting point, explaining why the topic is important and your interest in it. What Paterson and other researchers have said about it.
2. **Presentation of Results:** The content from the novel and how it relates to prior-research articles and Paterson and the topic presented in the theoretical overview.
3. **Interpretation and Evaluation:** Your ending point making a concluding, synthesized interpretation of the topic and the novel, 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, not strict "sections." 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](http://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 exact same ideas 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):**

	<b>Assignment Criteria</b>	<b>Needs Improvement</b> – Not up to minimum requirements	<b>Good Work</b> – Meets requirements	<b>Excellent Work</b> – Exceeds requirements
<b>1.</b>	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.
<b>2.</b>	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.	
<b>3.</b>	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.
<b>4.</b>	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.	
<b>5.</b>	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.	
<b>6.</b>	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.	
<b>7.</b>	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.