

INDIVIDUAL and SOCIETY

SECTION 09, Tuesdays and Thursdays 2:30pm-4pm, room 3F.3

WORKLOAD (per week): 3-0-3

EFFECTIVE DATE: FALL 2017

INSTRUCTOR'S NAME: Cory Legassic

OFFICE NO.: 8B.6
(with New School & North/South)

TELEPHONE LOCAL: 1813

E-MAIL: Please use MIO

OFFICE HOURS:

Tues 4:15pm- 5:30pm; Thurs 1pm-2:15pm
(for other times, please make appointment via MIO)

THE COMPETENCY TO BE ACQUIRED: Students are expected to take a total of three introductory level Social Sciences courses in order to achieve the competency. This course is a prerequisite for all higher-level sociology courses. See the Social Science Information Booklet for more information on the program sequence and competencies.

STATEMENT OF THE COMPETENCY (022N): To identify the contribution of knowledge related to Social Science disciplines to the understanding of the human phenomenon.

ELEMENTS OF THE COMPETENCY:

- To understand the development of the body of knowledge being studied.
- To know and understand the main facts, notions, concepts, theories, methods and other key components of this body of knowledge.
- To demonstrate the relevance and scope of these components in the understanding of the human phenomenon.

COURSE DESCRIPTION

Through class discussion and debates, lectures, videos and student research, this course will examine how individuals are shaped by society. The principles, methods and theories of sociology will be used to examine the norms, values, beliefs and material conditions of our lives as well as culture, socialization, inequality, race, gender and sexuality.

REQUIRED TEXT(S):

1. Johnston, Josee, et al. (2017) *Introducing Sociology, Using the Stuff of Everyday Life*. Routledge, Taylor & Francis Group, 2017. (See LEA for link to online purchase. E-book recommended at \$50)

The minister of Education defines the course configuration for Individual and Society as 3-0-3. This means 3 hours in class, 0 lab hours and 3 hours of homework each week.

Please follow the "Course Schedule" posted on LEA and distributed in the first week of class.

It is strongly recommended that students retain their readings, notes, and copies of their assignments after the course is completed for possible use in the Social Science Integrative Seminar and the Graduation Project, both of which all students must pass as part of their requirements in the Social Science Program.

Note: In accordance with departmental policy, students are not permitted the use of computers during class unless they have a specific, documented disability which prevents them from taking notes by hand.

TEACHING METHODS/LEARNING ACTIVITIES:

Class sessions will involve a combination of short interactive lectures, class discussions, individual and group activities, reflective writing, quizzes, tests, workshops, video clips and possible guest speakers. While engaging with course material, we will examine strategies for developing critical reading and communication skills that are required for success at the CEGEP level, such as note-taking, paraphrasing, concept mapping, analysis, synthesis, and essay writing.

The key to your success and enjoyment in this course is engaging with the material through dialogue and reflection in order to relate course concepts to your own experiences. Throughout the course, we will work together to challenge preconceptions about the social world – our own and each other's – through mutually respectful discussion.

All assignments, necessary documents, and announcements will be posted on our designated course space in LEA on your Dawson portal. It is your responsibility to print them out if necessary. Any messages to me can be sent through MIO. Please visit LEA homepage for updated outlines.

TURNITIN:

"To encourage a better understanding of academic integrity, Turnitin will be used in this course. Please note that Turnitin, an internet-based plagiarism prevention tool, may keep a copy of the work submitted but does not claim ownership of the work. If you have concerns about your work being submitted to Turnitin for review, please see the teacher within the first two weeks of the semester."

This specific section of this course is listed as part of Dawson's WOMEN'S/GENDER STUDIES CERTIFICATE. WGSC courses provide students with a regular opportunity to discuss the construction and experience of gender as these subjects relate to course objectives. This course pays particular attention to the analysis of cultural and social constructs of gender through a feminist lens. You are encouraged to address feminist, women's, queer, or gender issues throughout your work. Please let me know if you are part of the Certificate, or would like more information about it. Come find us on Facebook!

ACHIEVEMENT CONTEXT

Students will write an essay of a minimum of 750 words, in partial fulfillment of the requirements of this course.

EVALUATION TOOLS/ASSIGNMENTS:

Type of evaluation tool/assignment	Due date	% of final mark
PARTICIPATION	throughout	10%
PART I: GAINING THE TOOLS		50%
i. Sociology Journals	throughout	20%
ii. Module Test I	October 5 th	15%
iii. Module Test II	November 16 th	15%
PART II: USING THE TOOLS		40%
i. Lifecourse Analysis Portfolio	October 17 th	20%
ii. Final Project Outline	November 28 th	5%
iii. Final Project * (summative assessment)	December 7 th	15%
* Please note that if you do not participate in the in-class Peer-Editing Process on December 5 th , your final project will be marked out of 10% (losing 5% of your final course mark)		

Students
must
achieve
a 60%
in order
to pass
this course.

NOTE: Students must achieve a 60% in the Final Project in order to pass the course.

PARTICIPATION will reflect the quality of the student's presence and of the student's involvement; adequate preparation for class, i.e., familiarity with the required readings and with the material presented in class; active, respectful and constructive engagement in class discussion; effort put into the course; and completion of formative exercises. Sometimes, in-class exercises will be assigned and picked up for participation marks. Feedback on participation will be usually given in-class, and usually given with written assignments, and students are encouraged to meet with the instructor for further feedback.

PART I – GAINING THE TOOLS

These *summative* assignments will assist students in focusing their attention to key concepts and approaches in this course.

I.i. Sociology Journals. Students are asked to complete several formative journals throughout the course. These range from short summative reading assignments, personal reflections, group work, as well as in-class activities. Journals that require out-of-class work will have guidelines posted on LEA. Please see Course Schedule.

I.ii. Module tests. These two tests will assess students on comprehension of concepts and material covered so far in the course, including multiple choice questions as well as short and longer essay questions, in order to assess: [1] understanding of material; [2] ability to synthesize discussions and readings; and [3] application of material to social issues.

PART II – USING THE TOOLS

These *formative* assignments will help students integrate many of the learning objectives into two important projects for the course: the lifecourse analysis, and the final paper.

II.i. Lifecourse Analysis Portfolio. Students will coordinate the process of conducting an interview with a chosen subject and submit a portfolio. The portfolio will consist of 3 integrated assignments: [1] an interview proposal that outlines the choice of subject and the set-up of the interview; [2] interview notes and [3] a lifecourse written analysis. *Guidelines will be posted on LEA.*

II.ii. Final Project Outline. Students will be guided through an outline process to help generate critical thinking for their final project. *Further guidelines will be posted on LEA.*

II.iii Final Project. This summative assessment project (approx. 1200 words) asks students to synthesize and reflect on the course by engaging with key sociological concepts and applying one of the theoretical approaches to a given topic. Students are engaging with material from the course to help them explore the relationship between individuals and social forces through a sociological approach. *Further guidelines will be posted on LEA.*

NOTE: Students must achieve a 60% in the Final Project in order to pass the course.

LATE ASSIGNMENT POLICY:

Up to 25% may be deducted on assignments without extensions submitted after the specified due date. Please see assignment guidelines on LEA for further specific details. Extensions are granted at the discretion of the instructor and should be requested in a timely manner. Please note that quizzes cannot be retaken, and there will be no extensions granted for the draft of the Program-Related Project required on Thursday December 3rd at the beginning of class for peer-editing.

ISEP

The Institutional Student Evaluation Policy (ISEP) is designed to promote equitable and effective evaluation of student learning and is therefore a crucial policy to read and understand. The policy describes the rights and obligations of students, faculty, departments, programs, and the College administration with regard to evaluation in all your courses, including grade reviews and resolution of academic grievance. ISEP is available on the Dawson website.

TEACHER ACCESSIBILITY:

Students should use office hours to come and see me; and I recommend making an appointment by MIO. In case of emergency, the student can use MIO. Response time is usually within 48 hours, excluding holidays and weekends

STATEMENT OF LITERACY REQUIREMENT:

Students should be writing at a proficient level for college study. Written work must include a strong thesis; must be clear, thorough and organized; must make specific references to the texts you are considering, and must show comprehension of the subject matter.

90-100 (A) = mastery of the subject matter, strong writing | 80-89 (B) = facility with the subject matter, solid writing | 70-79 (C) = satisfactory grasp on the subject matter, some weakness in writing | 60-69 (D) = difficulty with subject matter and/or significant weaknesses in writing | below 60 = serious comprehension and/or writing weaknesses

STUDENT CONDUCT

Everyone has the right to a safe and non-violent environment. Students are obliged to conduct themselves as stated in the Student Code of Conduct and in the ISEP section on the roles and responsibilities of students. (ISEP Section II-D)

ACADEMIC DISHONESTY – A STATEMENT ON CHEATING AND PLAGIARISM:

Cheating and plagiarism are unacceptable and represent serious academic offences (refer to the "Institutional Student Evaluation Policy" (ISEP) for further details). Cheating and Plagiarism include: culling ideas, terminology, passages and other information from electronic or print sources that are not properly quoted or credited; poor paraphrasing of a passage from a source; falsifying, altering or creating a source; assistance from another person to such an extent that the work is no longer your own; submitting your own work, in whole or in part, from a previous course; substituting any part of another's work, published or unpublished, as your own. Specific **consequences** for cheating and plagiarism involve [1] reporting the act of plagiarism to the Dean and [2] an important grade penalty for the assignments with the possibility of failure. According to ISEP, the teacher is required to report to the Sector Dean all cases of cheating and plagiarism affecting a student's grade. (ISEP section IV-C)

RELIGIOUS HOLIDAYS:

Students who intend to observe religious holidays, must inform their teachers in writing as prescribed in the ISEP Policy on Religious Observances|| (ISEP Section III-D)

Please remind me by MIO at least one week in advance of any religious holidays that will conflict **with this class**. Except for larger assignments, we will make any arrangements at that time.

EXPECTED CLASSROOM BEHAVIOURS:

Attendance: Thoughtful discussion and interaction among students is essential to student success in this course; thus, **regular attendance is a requirement. Leaving early without communication is considered an absence.** It is also imperative that you **keep in contact with me** about your progress in the course. Please try to warn me of absences or follow up as soon as you can with me if you miss a class. It's your responsibility to catch up on what you've missed. (Students should refer to the Institutional Student Evaluation Policy (ISEP section III-C) regarding attendance.)

Contacting Me: Please identify yourself clearly when emailing: what course, what day or section, and try to have clear questions. Think twice before you ask questions like "Did I miss anything important?"

Assignment Instructions: All assignments will be posted on our designated LEA course space on your Dawson portal. I will go over all assignments in class, but it is your responsibility to print them out, if necessary.

Missed Notes and In-Class Assignments: It is your responsibility to obtain any missed notes and materials from another student. *Work done in class cannot be made up*, unless absence is properly documented.

Respect. Everyone has the right to a safe and non-violent environment. Students are obliged to conduct themselves as stated in the Student Code of Conduct and in the ISEP section on the roles and responsibilities of students. (ISEP section II-D)

This class will engage with controversial and sometimes sensitive material. Respect for all viewpoints is encouraged. Racist, sexist, homophobic, ableist or otherwise hateful language will not, however, be tolerated, and harassment inside or outside the classroom will result in disciplinary action.

Materials: For this class, you will need a folder or binder, and a supply of 8.5 x 11 loose-leaf paper. Paper torn from a wire notebook is not acceptable. In-class writing may be done in pencil.

Submission of Assignments:

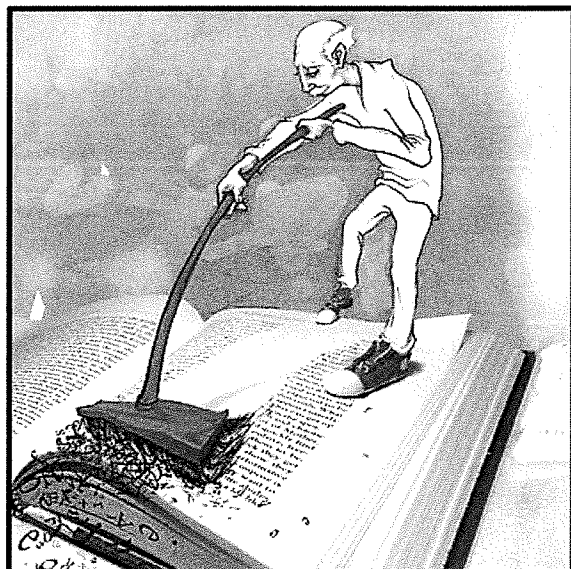
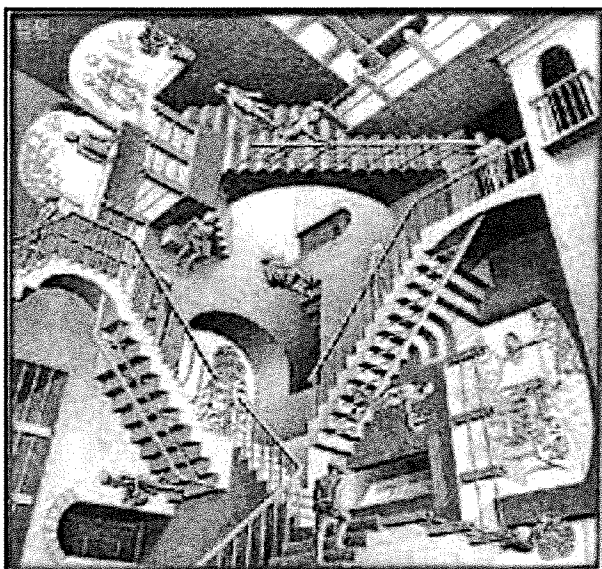
- **I do not accept assignments sent by email—unless arranged in advance.**
- Absence does not excuse you from submitting work due. If you anticipate being absent, make arrangements with me to get the work in early or send it in with another student.
- Keep a **back-up copy** on disk of all of your assignments. Keep all marked assignments in case it is necessary to verify a grade later on in the term. I recommend storing work on free sites like dropbox for easy access from any computer with internet.
- If you have **printing problems**, just send me your assignment by MIO as proof that it was done on time. Please submit a hardcopy ASAP and write “see MIO” on the first page.
- **TURN-IT-IN:**

Electronic Devices: Use of pagers, cell phones and headphones is prohibited. Please turn them OFF and put them away before you enter class, and do not take them out until you leave the classroom. If I see you with your cell phone out for any reason, I may ask you to leave.

Further expectations. We may establish further ground rules through class discussions.

It is your responsibility to follow the course schedule and stay on top of readings and deadlines. I may or may not have time in classes to offer reminders of deadlines. Please be organized. Feel free to visit the **Academic Skills in 6D.2 Centre** (Second Floor of Relationship) to get guidance and resources to help you manage all of your work.

Do not lose this course description, as it is a contract between student and instructor.



COURSE SCHEDULE

INDIVIDUAL & SOCIETY 387-101-DW

MODULE 1. From Individual to Society

What is Sociology? Why do we do it?

W1D1 - Thursday Aug 24th

Introduction to course / Outline review

W1D2 - Tuesday Aug 29th

Assigned Reading: Read through outline; Chapter 1.1 and 1.2 – “Introduction: A Day in the Life of your Jeans: Using our Stuff to Discover Sociology”

WEDNESDAY Aug 30th - Last day for course change.

Who Am I? Sociological Approach to Identity

W2D1 - Thursday Aug 31st

Assigned Reading: Chapter 1.3 and “Thinking Frames”

Assignment Due: Sociology Journal #1 (submit on Turn-It-In)

W2D2 - Tuesday Sept 5th

Assigned Reading: Chapter 6.1 and 6.3 (you can skip 6.2) – “Get in the Game: Race, Merit, and Group Boundaries”

Assignment Due: (after doing reading) Finish Social Location Activity

In-class: (FILM) *Race: The Power of an Illusion (racial profiling, redlining, family wealth, social stratification)*

Thursday Sept 7th – NO CLASSES – MONDAY CLASSES

Assigned Reading: Chapter 6.4 and 6.5 and “Thinking Frames”

last updated August 2017

Social Construction and Socialization

W3D1 - Tuesday Sept 12th

Assigned Reading: Chapter 7.1 and 7.2 – “Barbies and Monster Trucks: Socialization and ‘Doing Gender’”

Assignment Due: Interview Proposal Due

W3D2 - Thursday Sept 14th

Assigned Reading: Chapter 7.3 and “Thinking Frames”

TUESDAY Sept 19th

NOTE: Last day for students to withdraw from courses

Learning Gender

W4D1 - Tuesday Sept 19th

CONFERENCE!

Assigned Reading: Chapter 10.1 and 10.2 – “Branding Your Unique Identity: Consumer Culture and the Social Self”

W4D2 - Thursday Sept 21st

Assigned Reading: Chapter 10 “Thinking Frames” and catch up or get ahead on other work in this class
Work on conducting the interview

W5D1 - Tuesday Sept 26th

Assigned Reading: Chapter 11.1 and 11.2 – “Looking Good: Ideology, Intersectionality, and the Beauty Industry”

In-class: Sociology Journal #2, “Gender Socialization” (submit on Turn-It-In before class)

Work on conducting the interview.

W5D2 - Thursday Sept 28th

Assigned Reading: Chapter 11 “Thinking Frames”

Assignment Due: Finish Sociology Journal #2 (submit on Turn-It-In before class)

Workshop on Exam preparation?

MODULE I TEST

W6D1 - Tuesday Oct 3rd

Go through Module I Study Guide and Review

W6D2 - Thursday Oct 5th

* MODULE I TEST *

MODULE II. Power, Identity & Culture:

4 Major Sociological Perspectives

4 Major Sociological Perspectives

W7D1 - Tuesday Oct 10th

No readings assigned—Use the time to conduct your interview, if you haven’t yet!

W7D2 - Thursday Oct 12th

Module I Test Review

DAWSON

C O L L E G E

Culture, Functionalism and Conflict Theory

W8D1 - Tuesday Oct 17th

Assigned Reading: Chapter 2.1 – “You are What You Eat: Culture, Norms, and Values”

Assignment Due: Lifecourse Analysis Portfolio Due (submit Lifecourse Analysis on Turn-It-In before class; submit Proposal and Notes in class)

NOTE: TUESDAY Oct 17th - Midterm Assessment.

W8D2 – Thursday Oct 19th

Assigned Reading: Finish Chapter 2.2 and 2.3 and “Thinking Frames”

Deviance and Social Control

W9D1 - Tuesday Oct 24th

Assigned Reading: Chapter 8.1: “Dreaming of a White Wedding: Marriage, Family, and Heteronormativity”

In-class: Preparation for Sociology Journal 3, “Doing Deviance”

W9D2 - Thursday Oct 26th

Assigned Reading: Chapter 8.2

Deviance, Heterosexism and Ethnocentrism

W10D1 - Tuesday Oct 31st

Assigned Reading: Chapter 8.3 and “Thinking Frames”

W10D2 - Thursday Nov 2nd

Assignment Due: Sociology Journal #3: “Doing Deviance” (submit on Turn-It-In before class)

COURSE SCHEDULE

W11D1 - Tuesday Nov 7th

Assigned Reading: Chapter 9.1, 9.2 and 9.3: “1 < 3 My Phone: Technology and Social Networks”

In-class: Symbolic Interactionism and Facebook

W11D2 - Thursday Nov 9th

Assigned Reading: Chapter 9.4 and “Thinking Frames”

In-class: Recap of Four Theoretical Perspectives

MODULE II TEST

W12D1 - Tuesday Nov 14th

Go through Module II Study Guide and Review

W12D2 - Thursday Nov 16th

* MODULE II TEST *

Go through Final Project walk through “Proposal STEP 1” (Text Map)

MODULE III. Committing Sociology

Preparing the Final Project

W13D1 - Tuesday Nov 21st

Assignment Due: STEP 1 - Text Map (posted on LEA)

In-class: Module II Test Review, and walk through “Proposal STEP 2” (Concept Map)

W13D2 - Thursday Nov 23rd

Assignment Due: Concept Map (posted on LEA)

In-class: Concept Mapping, Plagiarism, and walk through “Proposal STEP 3” (References Map)

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Drafting the Final Project

W14D1 - Tuesday Nov 28th

No readings assigned—work on your final project outline.

Assignment Due: Final Project Outline; and please bring 1-2 magazines to class with advertisements.

In-class Film: *Codes of Gender*

In-class: Sociology Journal #4 – PART I

W14D2 - Thursday Nov 30th

No readings assigned—work on your final project.

In-class Film: *Codes of Gender* (continued)

In-class: Hand in Sociology Journal #4 - PART I

Editing the Final Project

W15D1 - Tuesday Dec 5th

No readings assigned—in-class reflections.

Assignment Due: Draft of Final Project Due

*** We will be doing in-class peer editing. This is important feedback and is worth 5% of your final mark.*

Looking Back

W15D2 - Thursday Dec 7th

No readings assigned—in-class reflections.

In-class: Sociology Journal #4 – PART II:

“Final Course Reflection”

Assignments Due: FINAL PROJECT (hardcopy)



Schedule subject to change
Updates posted on LEA and
sent out by MIO