

**Understanding Society— SOCI-1015 EL-01  
COURSE SYLLABUS**

**Dr. R. Roth, Laurentian University, Dept. of Sociology, Fall-Winter, 2011-2012**

**Professor:** Reuben N. Roth, Ph.D.  
**Lecture:** Tuesdays, 7:00 – 10:00 p.m. in Room A-226 (Classroom Building)  
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**COURSE DESCRIPTION**

*“Neither the life of an individual nor the history of a society can be understood without understanding both.” – C. Wright Mills, American Sociologist*

We Canadians often think of ourselves as perfectly free individuals operating in an open democratic society – but there are many forces that constrain peoples’ freedom, that determine our life chances, and that sometimes open doors of opportunity for a privileged few. *Quite invisibly, these powerful social forces make us who we are.*

This introductory course will provide students with an overview of the field of sociology, which is the study of society, but so much more than that. Sociology is unlike other social sciences in its ability to explain everyday social interaction and provide a coherent framework from which to understand the world. We will learn how to analyze human social activity from a variety of viewpoints, some familiar, and others quite challenging. We will analyze the social impact of families, schools, gender, class and racial inequality, the globalization of culture, conflict in the workplace, the social dimensions of the family, the community, gender, religion, race, ethnicity, social class and more. We will also examine how sociological concepts explain national and global social problems.

It is important to note that sociology has many *competing* paradigms and our year will be taken up with repeated observation of sociological themes through the lens of each paradigm. By the end of the course students should have an understanding of the foundations, theories and major paradigms used in sociology, an increased understanding of their social surroundings and a rudimentary ability to analyze social interaction on both macro and micro scales.

Note that the discipline of sociology is often bewildering to new students. Unlike its counterparts in the social sciences, sociology is a lesser-known academic discipline, in large part due to its counter-intuition and revolutionary roots. *Rest assured that you will not ‘get’ the nuances of sociology immediately.* Understand that there are few ‘pat’ answers, and no set sociological formulae — only complex theories that take *time* to absorb.

## REQUIRED TEXTS

Note that the following 3 books are mandatory. You may purchase copies at the LU bookstore.

Author	Title/Year
Macionis, John J., Nijole V. Benokraitis, Peter Urmetzer, Bruce Ravelli, eds.	<i>Seeing Ourselves: Classic, Contemporary, and Cross-Cultural Readings in Sociology (3<sup>rd</sup> Canadian Edition)</i> . Toronto: Pearson Canada. 2010.
Naiman, Joanne.	<i>How Societies Work: Class Power and Change in a Canadian Context (4<sup>th</sup> Edition)</i> . Black Point, NS: Fernwood. 2008.
Witt, Jon and Alana Hermiston.	<i>Soc: A Matter of Perspective (Canadian Edition)</i> . NY: McGraw-Hill Ryerson. 2010.

## OPTIONAL (BUT RECOMMENDED) WRITING GUIDES

The following – or similar – guides are available at most libraries. You’ll find that these reference books will serve as essential guides throughout your academic career. They can also be ordered online.

### OPTIONAL TEXTS:

Armstrong, Mary Ann, Martin Boyne, Maged El Komos, and Karen Taylor (eds.).	2001. <i>Notes on the Preparation of Essays in the Arts and Sciences</i> , 5 <sup>th</sup> Ed. Peterborough: The Academic Skills Centre, Trent University. 2001.
Buckley, Joanne.	<i>Fit to Print: The Canadian Student’s Guide to Essay Writing (7<sup>th</sup> Ed.)</i> . Toronto: Thompson-Nelson. 2008.

## FACEBOOK AND EMAIL LISTSERVE

You will be required to join the SOCI-1015-02 Facebook network (“*Intro Sociology 1015-01 "Understanding Society" 2011-2012*”). This is a simple process and requires that you establish a Facebook account. Additionally, you will be asked to provide me with your *non-university* (e.g. GMail, Hotmail, Yahoo, etc.) email address in order that I can contact you outside of class hours. I use Facebook to communicate important information, such as occasional chapter summaries (useful in studying), changes to our schedule, test dates, useful sociological resources, and interesting, relevant articles. Note that these can also be useful forums for you.

## ATTENDANCE

You are required to attend all lectures and sign an attendance sheet that will be distributed after the designated break.

**NOTE:** Please do not phone or email me to report an absence. This is not the practice in universities, where personal responsibility and independence are both assumed.

## GRADING

My grading strategy is usually designed to accommodate multiple learning styles, but a major drawback in any first-year course is the comparatively large class size, which necessitates more multiple-choice testing than I like. However, whether you prefer tests or essays, you should find favour with at least some aspect of the grading scheme.

Grade Distribution
30% - In-class quizzes (6 @ 5% each) – Note: these will <u>not</u> be announced prior to class. No rewrites.
20% - Critical article review essay (approximately 1,500–2,000 words or 6-8 pp.). Due: Nov. 1, 2011.
25% - Final Essay. (Details and handout to be discussed in class). Due: February 28, 2012.
25% - Final exam (3 hours) Date: TBA.

### Minimum Grades for a Sociology Specialization

A minimum grade of C- (60%) in SOCI-1015 is a prerequisite if you wish to register in any other Sociology courses. See the Laurentian University Calendar for details.

## WRITING ASSIGNMENTS/ESSAYS

Note that students have a critical article (or book) review assignment of 1,500-2,000 words minimum (approximately 6-8 pp. double-spaced, not including bibliography, cover page or footnotes) due on November 1, 2011 (see last page of this syllabus) and another essay due on February 28, 2012 (to be handed out in class). Think of these assignments as an opportunity to explore sociological themes and readings in greater depth than is possible during class. **Please note that accurate spelling, grammar, syntax, logic, and the correct use of sociological concepts and terms are required in all written work.**

My expectations for assignments will be reviewed in detail during class. In-class tests will generally cover material in the two textbooks (Witt & Hermiston and Naiman). Test and exam dates will be announced in class and via an email listserve and/or Facebook.

## QUIZZES

Note that I also employ quizzes to determine whether: (1) you are regularly attending class; (2) you are reading the assigned material; (3) you understand the assigned reading material. Quiz dates will not be announced, nor will they be credited or rewritten if you are absent without a medical note. Exceptions will be made for students who are registered with Accessibility Services.

## Policy on Late Assignments, Missed Exams and Tests

The policy on late assignments, etc. is simple and strict. If you are unable to meet the deadline for assignments, exams or course readings you must inform me of your medical condition in writing as soon as possible and you must include a signed medical certificate. No other circumstances are considered as sufficient criteria for missing a deadline. **Students who fail to meet these requirements will receive an automatic grade of 'F'** unless they discuss their particular circumstances with me as soon as possible **prior** to the assignment due date, test or exam.

## Academic Citation and Academic Dishonesty

Students are expected to consult a standard social science style guide to ensure their citation style is correct. **APA or ASA citation is mandatory in all written assignments.**

### Dr. Roth on plagiarism:

Plagiarism has always been with us, but easy Internet access makes this act more tempting than ever. All forms of academic dishonesty are serious academic offences. Penalties range from failure in an assignment or exam to expulsion from the University. Students are responsible for familiarizing themselves with Laurentian University's Policy on Plagiarism. **I take plagiarism seriously.** Plagiarism will be graded with an automatic 'F' (0%). See the Laurentian University Website on Academic Honesty for further details.

On a personal note, I have recently noticed more flagrant acts of plagiarism occurring more frequently than ever. Past students have discovered that when it comes to acts of academic dishonesty, there are no 'second chances' in my classroom. **Be aware that the infraction is serious and the risk of being caught is high.**

## WEEKLY LECTURES, READINGS & ASSIGNMENTS

A typical class consists of a lecture combined with a class discussion, but note that quizzes, group exercises, videos and guest speakers are an occasional feature and may periodically upset this balance.

**You are expected to arrive to class fully prepared.** This means that you will have completed all of the assigned readings listed for that date. **Expect to spend approximately 6-9 hours per week in course preparation.** I'll cover this further in class.

**It is easy to fall behind in readings, so you MUST be a persistent weekly reader and note-taker** (it's always advisable to make at least marginal notations on your readings – avoid the use of highlighters).

**SOCI-1015-01 – UNDERSTANDING SOCIETY -- DR. R. ROTH**

**WEEKLY GUIDE TO READINGS**

**KEY:**

Textbook = Witt and Hermiston

HSW = *How Societies Work*, by Joanne Naiman

Course Reader = Macionis et al.

**INTRODUCTORY WEEK. September 13, 2011**

**THEME:** What Will My Year Look Like? What are the Goals of a University Education?

**LECTURE:** A brief introduction to the course goals, organization, expectations, assignments, as well as a detailed overview of the syllabus.

**HANDOUT:** Course outline/syllabus.

**POST-CLASS ASSIGNMENT:** Buy textbooks, sign up to Facebook page.

**WEEK 1. September 20, 2011**

**THEME:** Foundations of Sociology: The Sociological Perspective

1. **Textbook:** Chapter 1, The Sociological Imagination
2. **Course Reader:** Chapter 1, “The Promise of Sociology”
3. **Course Reader:** Chapter 2, “Invitation to Sociology”

**WEEK 2. September 27, 2011**

**THEME:** Methodology: What Does ‘Doing Sociology’ Look Like? Conducting Sociological Research

1. **Textbook:** Chapter 2, Sociological Research
2. **HSW:** Chapter 1, Sociology and the Study of Society
3. **Course Reader:** Chapter 5, “The Case for Value-Free Sociology”
4. **Course Reader:** Chapter 6, “Defining Features of Canadian Sociology”

**WEEK 3. October 4, 2011**

**THEME:** Foundations of Sociology: Culture and the ‘Nature-Nurture Debate’

1. **Textbook:** Chapter 3, Culture
2. **HSW:** Chapter 2, Is Human Behaviour the Result of Our Biology?
3. **Course Reader:** Chapter 4, “Body Ritual among the Nacirema”
4. **Course Reader:** Chapter 10, “North America’s Two Distinct Societies”

**WEEK 4. October 11, 2011**

**THEME:** Foundations of Sociology: The Discovery of Society

1. **HSW:** Chapter 4, The Basis of Modern Societies
2. **Course Reader:** Chap. 12, “Manifesto of the Communist Party”
3. **Course Reader:** Chapter 13, “Marx, Globalization, and Modernity”
4. **Optional – Website:** <http://media.pfeiffer.edu/lridener/courses/DIVLABOR.HTML>

**WEEK 5. October 18, 2011**

**THEME:** Foundations of Sociology: Socialization and Social Roles

1. **Textbook:** Chapter 4, Socialization
2. **HSW:** Chapter 3, Culture, Society, and History
3. **Course Reader:** Chapter 15, “The Self”

→ **NB: NO CLASSES DURING FALL STUDY WEEK, OCTOBER 24-28, 2011.**

**WEEK 6. November 1, 2011**

**THEME:** Foundations of Sociology: The Self and Society

1. **Textbook:** Chapter 5, Social Structure & Interaction
2. **Course Reader:** Chapter 18, “The Presentation of Self”
3. **Course Reader:** Chapter 19, “Invisible Privilege”

→ **CRITICAL ARTICLE REVIEW IS DUE AT THE START OF CLASS.**

**WEEK 7. November 8, 2011**

**THEME:** Sociological Perspectives: How Sociologists View Deviance and Crime

1. **Textbook:** Chapter 6, Deviance
2. **Course Reader:** Chapter 25, “The Functions of Crime”
3. **Course Reader:** Chapter 27, “Canadian Cannabis: Marijuana as an Irritant/Problem in Canada-U.S. Relations.”
4. **Optional – Course Reader:** Chapter 36, “Sk8er Girls”

**WEEK 8. November 15, 2011**

**THEME:** Social Institutions: How Sociologists View Families

1. **Textbook:** Chapter 7, Families
2. **Course Reader:** Chapter 51, “‘His’ and ‘Her’ Marriage”
3. **Course Reader:** Chapter 52, “Housework in Canada: The National Picture.”
4. **Course Reader:** Chapter 53, “Mate Selection and Marriage around the World.”

**WEEK 9. November 22, 2011**

**THEME:** Social Institutions: How Sociologists View Education

1. **Textbook:** Chapter 8, Education & Religion (Read pp. 159-171 only)
2. **Course Reader:** Chapter 57, “Education and Inequality”
3. **Course Reader:** Chapter 58, “Stubborn Disparities: Class Inequalities in Schooling”
4. **Course Reader:** Chapter 59 “Japanese Mothers as the Best Teachers”

**In-Class Video:** “Waiting for Superman”; “The Wire” (excerpt)

**WEEK 10. November 29, 2011**

**THEME:** Social Institutions: How Sociologists View Power, Government & the Economy

1. **Textbook:** Chapter 9, Government & Economy
2. **Course Reader:** Chapter 48, “The Power Elite”
3. **Course Reader:** Chapter 49, “Who’s Running America?”
4. **Optional – HSW:** Chapter 8, The Role of the State

**In-Class Video:** “Greed is Good”

**WEEK 11. December 6, 2011**

**THEME:** Social Institutions: How Sociologists View Religion

1. **Textbook:** Chapter 8, Education and Religion (Read pp. 171-184)
2. **Course Reader:** Chapter 54, “The Protestant Ethic and the Spirit of Capitalism”
3. **Course Reader:** Chapter 55, “Canada’s Mythical Religious Mosaic”

→ **EXAMINATION PERIOD: December 8-22, 2011.**

→ **WINTER BREAK: December 23, 2011 – January 3, 2012.**

**WEEK 12. January 10, 2012**

**THEME:** Social Inequality: How Sociologists View Working in Capitalist Societies

1. **HSW:** Chapter 6, Living in Capitalist Societies
2. **Course Reader:** Chapter 44, “Alienated Labour”
3. **Course Reader:** Chapter 23, “McJobs: McDonaldization and the Workplace”
4. **Optional – Course Reader:** Chapter 22, “The Characteristics of Bureaucracy”

**In-Class Video:** “The Corporation” (excerpt)

**WEEK 13. January 17, 2012**

**THEME:** Social Inequality: How Sociologists View Social Inequality & Social Class

1. **Textbook:** Chapter 10, Social Class
2. **HSW:** Chapter 10, “Inequality of Wealth and Income”
3. **Optional – Course Reader:** Chapter 46, “A Fortunate Country”

**WEEK 14. January 24, 2012**

**THEME:** Social Inequality: How Sociologists Analyze Class Stratification

1. **HSW:** Chapter 5, Analyzing Social Class
2. **Course Reader:** Chapter 45, “Experiences of Social Class”
3. **Course Reader:** Chapter 47, “The Changing Colour of Poverty in Canada”

**In-Class Video:** Michael Moore, “Beat the Rich”

**WEEK 15. January 31, 2012**

**THEME:** Social Inequality: How Sociologists View Global Poverty & Inequality

1. **Textbook:** Chapter 11, Global Inequality
2. **HSW:** Chapter 9, “Neoliberalism and Globalization”
3. **Course Reader:** Chapter 34, “Free Trade and the Third World”
4. **Course Reader:** Chapter 11, “India’s Sacred Cow”

**In-Class Video:** “Children of Heaven” or TBA

**WEEK 16. February 7, 2012**

**THEME:** Social Inequality: How Sociologists View Gender

**Textbook:** Chapter 12, Gender & Age (Read pp. 261-275)

1. **HSW:** Chapter 12, Gender Issues
2. **Course Reader:** Chapter 35, “Sex and Temperament in Three Primitive Societies”
3. **Course Reader:** Chapter 37, “Domestic Violence: A Cross Cultural View”

**In-Class Video:** “Barbie Nation”

**WEEK 17. February 14, 2012**

**THEME:** Social Inequality: How Sociologists View Race and Ethnicity, Part I

1. **Textbook:** Chapter 13, Race & Ethnicity
2. **Course Reader:** Chapter 38, “The Souls of Black Folk”
3. **Course Reader:** Chapter 40, “Ethnically Heterogamous Marriages”

**In-Class Video:** “Mohammed” or “Race”

→ **NO CLASSES DURING WINTER TERM STUDY WEEK, February 20-24, 2012.**

**WEEK 18. February 28, 2012**

**THEME:** Social Inequality: How Sociologists View Race and Ethnicity, Part II

1. **HSW:** Chapter 11, Race and Ethnicity
2. **Course Reader:** Chapter 39, “Aboriginal Identity”
3. **Course Reader:** Chapter 56, “Women and Islam”

→ **FINAL ESSAY DUE AT THE START OF CLASS**

**WEEK 19. March 6, 2012**

**THEME:** Social Inequality: How Sociologists View Aging and the Elderly

1. **Textbook:** Chapter 12, Gender and Age (Read pp. 275-282)
2. **Course Reader:** Chapter 41, “Growing Old in Innu Society”
3. **Course Reader:** Chapter 42, “How the Grandparent Role is Changing”
4. **Course Reader:** Chapter 43, “Our Aging World”

**WEEK 20. March 13, 2012**

**THEME:** How Sociology Views Ideas, Knowledge and Ideology

1. **HSW:** Chapter 7
2. **Course Reader:** Chapter 50, “The Roots of Terrorism”
3. **Course Reader:** Chapter 16, “Socialization and the Power of Advertising”

**Optional – Course Reader:** Chapter 8, “Symbol: The Basic Element of Culture”

**WEEK 21. March 20, 2012**

**THEME:** The Sociology of Health and Medicine

1. **Textbook:** Chapter 14, Health, Medicine and the Environment
2. **Course Reader:** Chapter 60, “The Social Structure of Medicine”
3. **Course Reader:** Chapter 61, “Getting What We Pay For”
4. **Course Reader:** Chapter 62, “Crack and Prostitution: Gender, Myths and Experiences”

**WEEK 22. March 27, 2012**

**THEME:** How Sociology Views Social Change and Modernity

1. **Textbook:** Chapter 15, Social Change
2. **Course Reader:** Chapter 75, “The Disenchantment of Modern Life”
3. **Course Reader:** Chapter 65, “The Metropolis and Mental Life”
4. **Course Reader:** Chapter 76, “Internet Censorship as ‘Cybriety’”

**WEEK 23. April 3, 2012**

**THEME:** How Sociology Views Social Movements

1. **HSW:** Chapter 13, Looking Toward the Future
2. **Course Reader:** Chapter 72, “On the Origin of Social Movements”
3. **Course Reader:** Chapter 74, “Abortion Movements in Poland, Great Britain and the United States”

→ FINAL EXAM REVIEW

**WINTER SESSION EXAMINATION PERIOD: April 10 – 30, 2012.**

**Updated Version: November 20, 2011.**

## Dr. R. Roth – Critical Article Review Essay – SOCI 1015 EL-01

### GENERAL:

1. Analyze one article in your course reader “*Seeing Ourselves*” (Macionis et al.) using the sociological methods and analyses you’ve learned to date. Be sure to read these instructions carefully, and examine the attached rubric.
2. Use discretion in selecting your article. It should be of sufficient length and complexity to satisfy the basic requirements of this assignment. Not all articles in our Course Reader are appropriate. Look for an article/chapter that suits the assignment best. This will bring you closer to success.
3. The minimum essay length is 6 full pages double-spaced (*approximately* 1,500 words). Bibliographic citations, references and footnotes do not constitute part of this minimum. Do not rely on your word processor’s word counter, as these tend to be overly precise. Font: Times New Roman, 12 point, standard double spacing, except for quotations over 2 lines. These should be indented and single spaced, with the quotation marks omitted.
4. Correct grammar, spelling, sentence structure, logic, style, etc. are both expected and graded.
5. Use plain white, 20 lb. bond, letter paper (8 ½ x 11 inches) with a staple in the top left corner. No report covers. The cover page should include: a title, your name, student number, email address, course title, professor’s name and the date.
6. Include a ‘References’ or ‘Bibliography’ page, listing all the sources used in your essay. Use either ASA or APA styles, both of which are recognized sociology citation and reference styles.
7. When writing essays always make certain to include the following: i) a beginning; ii) a middle; iii) an ending. Your essay must be an integrated work written as a narrative and not a series of notes.
8. Do not bury your thought in needlessly complex language. Always use clear language to demonstrate your analytical competence. Avoid MS-Word’s thesaurus. YOU WILL BE PENALIZED FOR PADDING YOUR ESSAY.
9. Have an ‘outsider’ read your essay for logical consistency, grammar, brevity, etc. Don’t use mom or dad.
10. Use section headings as an organizational tool; sketch a conceptual map of your essay when it is near completion. I will briefly cover this in class.
11. Students often forget to link their conclusion to anything that they’ve referenced in their essay. Remember that logic and sociological thinking (i.e. concepts, perspectives, and theories) are both key.

### BE SURE TO SHOW ME YOUR UNDERSTANDING IN THE FOLLOWING (MANDATORY) WAYS:

- A. Prove that you understand the author’s major point(s) and the structure of the author’s argument by citing the article’s **goal, thesis statement, controlling / sub-controlling statement(s) and conclusion**. Don’t get ‘stuck’ in this summary, it isn’t the main point of the exercise. Finish your summary by *approximately* the 2<sup>nd</sup> or 3<sup>rd</sup> page.
- B. Your paper should be **BIG on sociological analysis** – display your capabilities by demonstrating an understanding of the sociological theory that is related to your chosen article. Use the appropriate theory found in Witt and Hermiston or HSW by ‘matching’ your chosen article with the corresponding chapter of the textbook.
- C. **Indicate the author’s paradigm and explain why you selected it**. Your choice must be one of the following: ‘Functionalist’, ‘Conflict’, ‘Interactionist’ or ‘Feminist’. Use the Witt or HSW textbook to understand the paradigm and explain your choice.
- D. Give me a **minimum of two points** as to why you agree or disagree with the author. Prove your analytical competence by detailing **why** you agree or disagree with the author. Back-up your argument with information from our textbook or other sources. Use sociological fact and theory, rather than your own opinion(s). Don’t be afraid to take a position either for *or* against a reading, as long as you can **back your argument** with logic, reason, analysis and proof in the form of quotes, statistics, theory, etc., but don’t forget to use what you’ve learned of sociology.
- E. **Quote with precision** (i.e. don’t quote an entire paragraph) to support your analysis.

### DEADLINE:

**NOVEMBER 1, 2011 AT THE BEGINNING OF CLASS.** THE DEADLINE IS TO BE ADHERED TO AT ALL TIMES. NO EXCUSES WILL BE ACCEPTED (ASIDE FROM (i) A SEVERE DOWNTURN IN YOUR HEALTH WITH DOCTOR’S WRITTEN CERTIFICATION AS PROOF; OR (ii) YOUR DEATH). **IMPORTANT NOTE:** Students requesting help should feel free to do so any time BUT the week – or the day – prior to the assignment due date.

## **DR. R. ROTH – SOCI-1015 – WRITTEN ASSIGNMENTS – ADDITIONAL INSTRUCTIONS**

Below are additional instructions and guidelines for all written assignments. Please always refer to the essay guidelines included in the course outline, and to class and tutorial discussions.

1. The critical article review essay is due on Nov. 1, 2011 at the beginning of class. This does not leave you much time, so you're advised to start planning early. Yes, seriously. This also goes for the second essay.
2. Essays submitted via e-mail or fax will not be accepted. Late assignments will not be accepted without a medical note signed and dated by a physician on institutional letterhead.
3. The final paper must include references to our assigned textbooks, as well as to other recognized sources including journal articles. Although electronic sources may be used, they must be authoritative. Many academic journals are now available online and these are quite acceptable, but strictly avoid using 'amateur' (i.e. non-academic, non-authoritative) websites. Because of the timely nature of the subject matter (labour markets) you will find much recent material online in newspapers and newsmagazines, as well as professional association journals. *However, you must limit non-academic (i.e. newspapers, etc.) electronic resources to not more than 50 percent of your total referenced material.*
4. You may find it helpful to make an appointment with the Laurentian University Writing Skills Centre (at Desmarais Library) to have a draft of the essay reviewed by a writing instructor. I'll be available for specific questions on essay content and form and will discuss the detailed assignment parameters in class.
5. For goodness sakes, tell an interesting story and do not pad your essay. I appreciate and grade proper academic essay writing and needless wordiness will be penalized. If you like I can recommend web resource guides for ASA or APA guidelines.
6. The smartest university students are those who use the language correctly and express complex sociological ideas using the simplest of terms; so keep the language simple. Nobody, least of all me, wants to read your misguided attempt to sound 'smart' by using MS-Word's Thesaurus, or any thesaurus for that matter. Ignore what your high school English teacher taught you about the rules of academic essay writing.
7. Keep the language simple. Keep the language simple. Keep the language simple.

## **SOCI-1015-01 – Critical Article Review Evaluation Sheet (20%) – R. Roth**

Brief description/summary of the article, including goal(s), thesis statement, controlling & sub-controlling statements, author's conclusion and paradigm. [4]

Demonstrated understanding of the author's argument(s), using expected level of sociological content and sociological analysis (terms, concepts, theories, perspectives). [8]

Introduction/clear statement of position or thesis/clearly stated conclusion. [4]

University level grammar, spelling, sentence structure, bibliographic citation. [4]

### **Bonus points (a rarity)**

**Bonus points** for original ideas presented with clarity and depth. [1]

**Bonus points** for presentation enacted with skill of writing and clear presentation. [1]

SOCI-1015-01 STUDENT INFORMATION SHEET AND AGREEMENT  
Dr. Reuben Roth, Department of Sociology, Laurentian University

Your Name: \_\_\_\_\_ Your Preferred Name: \_\_\_\_\_

Your Home City/Town: \_\_\_\_\_

Your Major: \_\_\_\_\_

Your **REAL** E-mail Address: \_\_\_\_\_

**Why are you taking this particular course? Check all that apply:**

- It takes place at a convenient time and/or day
- To satisfy a general requirement
- I'm interested in the subject
- It's a requirement for my major
- Other - Explain: \_\_\_\_\_

**What do you hope to get out of this course?** \_\_\_\_\_

**What career path are you planning to embark on after graduation?** \_\_\_\_\_

**Why university?** \_\_\_\_\_

**Where do you get your news (check all that apply):**

- I don't really care about the news very much.
- The news is depressing/boring/doesn't have anything to do with me/other.
- I'm a total news junkie who likes to argue politics with all my friends and family.
- When it's really important I get the news from my friends or family.
- Internet. If so, what website(s) \_\_\_\_\_
- Television. If so, what TV station(s) or network(s): \_\_\_\_\_
- Radio. If so, what radio station(s) \_\_\_\_\_
- I read the newspaper. If so, what newspaper(s) \_\_\_\_\_
  - I read this/the newspapers(s) approximately \_\_\_\_\_ days a week.
- Magazine(s). If so, what magazine(s): \_\_\_\_\_
- Other \_\_\_\_\_

*I have read the course outline. I agree with and understand fully the course requirements and the policies on attendance, punctuality, late papers and plagiarism. I understand that the views expressed by students in this class are confidential, but may anonymously appear in a paper or presentation someday.*

Signed: \_\_\_\_\_ Dated: \_\_\_\_\_