

University of Toronto Sociology
SOC 362, Quality of Social Life – Winter 2013
Wed 10-12, UC 130

Instructor Information

Instructor: Paloma E Villegas
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Office hours: Wed 1:30-2:30 pm or by appointment
Teaching Assistant: TBA

Course Description

This course examines

The course begins with an introduction to Quality of Life research paying particular attention to sociological perspectives. The first part of the course will be an engagement with different theoretical perspectives on quality of life. This will set the groundwork for the second part of the course, which will engage in with research on quality of life in Canada. Finally, the third part of the course will focus on case studies in different aspects of quality of life research: technology, family, work, place, politics and futures.

IMPORTANT NOTE: The prerequisite to take this course is a 200+ level Soc course. You may not take this course if you have taken Soc 263 H1 or if you do not have the prerequisites. Students will be removed at any time discovered.

Goals and Learning Objectives

- To understand the theoretical underpinnings to Quality of Life research.
- To analyze quality of life research in Canada.
- To understand the breadth and diversity of quality of life research.

Textbooks and Other Materials

Course book (CB) : Nevarez, Leonard (2011). Pursuing Quality of Life: From the Affluent Society to the Consumer Society. New York, Routledge.

Internet sources.

Evaluation Components and Grading Policies

	Due Date	Percent of Grade
Midterm	Feb 13, 2013	30
Critical response paper	Weeks 2-7 (Jan 16-Feb 27)	5
Research Paper proposal/Annotated Bibliography	March 6, 2013	10
Research Paper	April 3, 2013	25
Final Exam	TBA	30

GRADING

Midterm

Midterm will be held during class. Students will be asked to define, discuss and apply course concepts from the first few weeks of class.

Critical Short papers:

You will write a critical short paper 2-3 pages long that must be turned between weeks 2 and 7 of class depending on reading selected. You must select a reading that has not yet been discussed in class at the time you submit your paper. Read it carefully and select a concept or example to discuss. Then write a short paper that critically engages with that concept or example. By critical, I do not mean that you tell me whether you like it or not. Instead you may do one or more of the following: a) reflect on how the concept or example fits into the larger debates in the course, b) link your example or concept to other concepts discussed in the course or, c) provide an alternate interpretation from the one given by the author.

Research paper proposal and annotated bibliography

A proposal is a particular genre of writing. It is not a series of notes, it is not a mini-essay and it is not a list of bullet points. Rather, a proposal should gesture to the larger paper you will write and include the following:

1) Your proposed topic. This is the subject area under investigation and will necessarily be descriptive (e.g., my paper addresses the ____, or my paper explores __). You should choose your topic from the topics covered in class because you will be required to engage with and cite at least 2 articles from class in your research paper. Also include a tentative title.

2) Your proposed argument. This is the hardest part but also the most important part. This means that you should write a decent-length paragraph explaining the trajectory of your projected argument. This means you must have done enough research to have a sense of what your argument will be. This also means you will be building on (1), but whereas in (1) you might say "My essay addresses..." in (2) you must say things like "My paper argues/demonstrates that..." You should write a paragraph that is long enough to explain your proposed argument and how you intend to make it.

Points 1-2 should be no more than 2 pages, double-spaced.

In addition, you are required to write an annotated bibliography for 5 external academic texts. Each entry will include the following **(1-2 sentences for each of the 4 below)**:

1. The bibliographic entry
2. What you believe the text's main argument is.
3. How the author(s) support the argument
4. How the text is useful for your paper

[Sample entry]

Alexander, C. (2006). Introduction: Mapping the issues, special issue writing race: Ethnography and difference. *Ethnic and Racial Studies*, 29(3), 397-410.

Claire Alexander, in her article, “Introduction: Mapping the issues, special issue writing race: Ethnography and difference” (2006), argues that ethnographic methods need to take race into account. She supports her argument by “map[ping] the key issues and controversies surrounding ethnography and race in Britain, the United States and mainland Europe, and trac[ing] the different anthropological and sociological perspectives on the ethnographic method in relation to race and ethnicity” (p. 397). This article is useful for my project because it evaluates ethnographic research that takes race into account specifically.

Research paper

Length: 10 pages of text excluding bibliography, cover page etc.

I will disseminate specific instructions for this assignment during class.

Note: Important journals to research quality of life: *Journal of Happiness Studies & Social Indicators Research*

Format: Double-spaced, 12-font (Times New Roman), 1-inch margins on all sides, proper paragraphs, no extra empty spaces between sections and paragraphs, page numbering, and references page. Use a cover page to identify the following: your name, student number, title of paper, date submitted course title and number. You are encouraged to print double-sided to save paper.

References: You are free to use any citation style you choose, however, please be consistent and properly cite any work that is not your own.

Assignments are due at the beginning of class. You must also submit your essays to blackboard before the beginning of class on the due date.

Final exam: The final exam will be cumulative and will include short answer/definition questions and a longer essay question. The best way to prepare for the final exam is to attend class and actively engage with the material.

Class/Seminar Format

Although this course is lecture based, class participation is very important. Students are expected to do the assigned reading before class and to come prepared with questions and comments. Occasionally we will view film/clips, examine images or documents, or address a case study as a group. Students will be given access to Power Point lecture slides, but full lecture notes will not be posted or distributed. Students are expected to take notes – the slides are designed to be a guide to the lecture and readings, not a replacement for either. Slides will be posted to BlackBoard after lecture.

Procedures and Rules

Electronic communication and electronic learning technology: Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- All course communication should be conducted through Blackboard or your UtorMail account.
- All emails must include the course code in the subject line.
- All emails should be signed with the student’s full name and student number.

- Please treat emails as you would any other professional communication. It is good practice to open with a professional greeting (e.g., “Dear Professor X”), use full sentences, stay focused and to the point, and strive for a coherent and sensible email.
- Emails that ask questions that are answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response.
- All general questions about the course that are NOT addressed on the syllabus and course website should be brought up during lecture or office hours. If you can’t figure something out, chances are your inquiry will be useful for the entire class.

Emails that do not follow these guidelines will not receive a response.

Late assignments

- You are expected to complete assignments on time.
- An assignment is considered late if it is not submitted by the due date noted above in hardcopy format. In order not to be considered late, hard copies of assignments must be submitted by the beginning of class to receive credit. Your assignment must also be submitted to blackboard by the assignment deadline. This is an important step. If your paper is somehow lost, you can demonstrate you submitted it on time in that way. **Note: if you only submit your assignment to blackboard and the file is not legible, the assignment is considered late.**
- If a student anticipates missing an assignment deadline due to uncontrollable circumstances, he or she should contact the instructor at least 7 days in advance (via email or in person), explain the situation, and request accommodation. A student will be required to submit supporting documentation. Please note that accommodation will be provided only for those students with compelling reasons. Reasons such as “too much work”, losing a computer file, and technology failure are not compelling reasons. You are expected to plan ahead and leave some extra time in case of problems.
- Late assignments must be submitted to the instructor in hardcopy format. You may email your assignment and submit the hardcopy during lecture or office hours. Do not submit assignments to the department office staff or other instructors. Assignments should never be pushed under an office door. Any assignments found on the floor will be immediately discarded.
- Alternatively, there are 4 mailboxes located in Room 225 of the sociology department (725 Spadina). Each mailbox is marked 1, 2, 3, or 4 depending on the year/level of the course (for this course submit your paper in #3). There is an automatic date/time stamp machine that you should use before placing the assignment in the appropriate mailbox. This room is open Monday to Friday, 9 a.m. to 5:00 p.m. Please let me know if you submit a paper in the mailbox.
- **Penalty:**
 - Late assignments will be penalized 5% marks per day. **Under no circumstances will assignments be accepted that are more than five days late.**
 - The penalty will run from the day the assignment was due until the day it is submitted electronically (via email attachment). **You are required to submit a hard copy at the next class or office hour.** The electronic copy must be identical to any hard copy submitted. **Again, if the electronic copy is not legible, the assignment continues to accrue late points.**
 - **The penalty period includes weekends and holidays.**
- **Accommodation provision:** In general, a late assignment will be accepted only in the case of an acceptably documented long-term illness or exceptional, unforeseen circumstance; such as a U of T medical Certificate.
- Any other circumstance which could have been reasonably foreseen should result in the student’s completing the assignment ahead of time.

Religious observance

Information about the university's policy on scheduling of classes and examinations and other accommodations for religious observances is available at:

<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>

Grade appeals. The instructor and teaching assistant(s) take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error (e.g., grades on individual components not tallied up correctly) the remedy is easy and can be taken care of expeditiously. Simply alert the instructor of the error.
- In the case of more substantive appeals, you must:
 1. Wait at least 24 hours after receiving your mark.
 2. Carefully re-read your assignment, all assignment guidelines and marking schemes, all of the grader's comments, and so forth.
 3. Please note that academic scholarship is *merit-based*, not *need-based*. The fact that you feel you want or need a higher grade is not sufficient. You must have good reason to believe you in fact *earned* a higher grade than you were awarded. **All appeals must be received within fifteen days of receiving your mark.** Note: this is the date the assignment is made available for pick up for students, not the date students collect the assignment.

If you wish to appeal:

- A. You may submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as "I need a higher grade to apply to X" are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.
- B. Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor during office hours or in class.
- C. You will receive a response via email or in person about your re-grade. Please note all decisions are final.

Midterm

- For the midterm you will be asked to critically engage with and apply the main concepts discussed in the first few weeks of class. The format will be short answer and essay. You may only reschedule a midterm if you have a documented reason.

Final exams

- Final examinations are scheduled, administered, and governed by the policies set out by the Office of the Registrar. Any student granted a deferral by the Office of the Registrar will be required to write a deferred examination at the next exam-writing session scheduled by the Office of the Registrar.

Academic integrity

- Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication and punishment. Any student abetting or other assisting in such misconduct will also be subject to academic penalties.

- By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar.
- You are expected to have read and understood the on-line document "How Not to Plagiarize" (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)
- You are expected to be familiar with the "Code of Behaviour on Academic Matters" (www.governingcouncil.utoronto.ca/policies/behaveac.htm) and *Code of Student Conduct* (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Classroom rules

- Students are expected to arrive at class on time, to turn off all electronic communication devices, and to use laptops only for note-taking. Other uses (e.g., emailing, web surfing) will result in the student's being required to turn off the laptop, and not to bring it to future sessions of the course.
- Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

Adding and dropping this course

- January 20th is the last day to add this course, provided there is space available on ROSI. Students wishing to add the course must do so through ROSI and/or the Registrar's office. You should not contact the instructor about adding the course.
- The last day to drop this course without academic penalty is March 10 2013. In keeping with University policy assignment(s)/test(s) worth at least 10% percent of your final mark will be graded and returned prior to that date as long as you submit your assignment on time.

Student resources

Accessibility services

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services Office as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course. (From www.accessibility.utoronto.ca/staff/accomstrat.htm)

Course Schedule

Week 1 JANUARY 9, 2013 Course syllabus, introduction and overview

Week 2: JANUARY 16, 2013 Conceptual Tensions, CB, Chapter 1.

Week 3: JANUARY 23, 2013 Intellectual History, CB Chapter 2.

Week 4: JANUARY 30, 2013 Quality of Life in Canada

Internet: How are Canadians really doing? The First Report of the Institute of Wellbeing. June 10 2009
https://uwaterloo.ca/canadian-index-wellbeing/sites/ca.canadian-index-wellbeing/files/uploads/files/FirstReportOfTheCIW_0.pdf

Internet: The Atlas of Canada: Quality of Life
<http://atlas.nrcan.gc.ca/auth/english/maps/peopleandsociety/QOL>

Week 5 FEBRUARY 6 2013 Quality of life in Canada continued

Internet: https://uwaterloo.ca/canadian-index-wellbeing/sites/ca.canadian-index-wellbeing/files/uploads/files/CIW2012-HowAreCanadiansReallyDoing-23Oct2012_0.pdf

Internet: <http://www.oecdbetterlifeindex.org/countries/canada/>

Week 6 FEBRUARY 13, 2013 Midterm

FEBRUARY 20- READING WEEK

Week 7 FEBRUARY 27 Technology , CB Chapter 3

Week 8: MARCH 6, 2013 Family CB, Chapter 4

Week 9: MARCH 13, 2013 Work CB, Chapter 5

Week 10: MARCH 20, 2013 Place CB, Chapter 6

Week 11: MARCH 27, 2013 Politics CB, Chapter 7

Week 12 APRIL 3, 2013 Futures CB, Chapter 8

http://www.ted.com/talks/nic_marks_the_happy_planet_index.html

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.