

Sociological Autobiography

Topic:

Who you are is the result of the many lived experiences you have encountered in your life. This paper is an opportunity for you to carefully consider many aspects of your life.

The purpose of the sociological autobiography is to tell your life story, while encouraging you to investigate your politics of location. Which agents of socialization have influenced you, and how? How has being Male, Female, Middle Class, Economically Disadvantaged, Aboriginal, White, Black, a “Visible” Minority, Able-bodied, Lesbian, Bisexual, Heterosexual, Gay, Transgendered, Anglophone, Francophone, etc., affected your life? How have your life experiences influenced the way you think about these issues?

You may have artifacts to add to your autobiography, such as photographs or other memorabilia that you consider to be of importance in your analysis of your life story. Perhaps favourite quotes you live by and why could also be included.

This autobiography covers your whole life, up to and including your time in this class, so it is important to consider the messages from course materials. Your autobiography will illustrate that you have looked back on your life through a lens informed by critical analysis, and that you have engaged with a range of ideas presented in course materials.

Organization:

- You may find it helpful to think chronologically; beginning with your family context and then moving to preschool experiences, to schooling at the elementary, junior and senior levels.
- Or, you may decide to organize the autobiography thematically by looking at the influence of race, gender, sexuality, social class, dis/ability, self-image (body image), social pressures, being “othered”, etc., throughout your life.
- Or, you may wish to frame your story around specific events or turning points that have shaped your experiences and assumptions about the world (values, norms, beliefs – when have these been challenged/changed or confirmed)?

In a nut shell:

- What life experiences have helped to create you?
- How have you been treated based upon who you are? (gender, age, economics etc).
- What have been defining moments in your life?
- Who/what has influenced your values, beliefs, self-concept etc?
- Consider when/how you began to understand race, class, difference, sexuality, inequality, power, conformity, roles, etc.
- Who do you want to be?

Topics covered in this course that you could bring into your essay:

Chapter 1:

- Race, class, sex, gender, ethnicity
- Politics of location
- Private Issues vs Societal problems
- Sociological perspectives (Functionalist, Feminist, Conflict, Symbolic Interactionist)

Chapter 2:

- Culture
- Values, Norms, Language, Symbols
- Sanctions
- Deviance
- Cultural Diversity
- Subcultures/Countercultures
- Immigration
- Cyberculture

Chapter 3:

- Agents of socialization
- Gender
- Anticipatory Socialization
- Rites of Passage
- Ageism
- Resocialization

Rubric

	Ideas	Organization	Conventions/Fluency
6	<ul style="list-style-type: none"> The narrative demonstrates a clear, complete understanding of the assignment. The student creatively shows how the social constructions of gender, race, class, economics, disability, and sexuality have shaped his/her identity. The student creatively demonstrates terms, concepts, and theories from the course in the telling of their own life story. The chosen events are exceptionally relevant to the purpose. Perfectly tuned examples and details are presented to support the writer's point of view. The narrative demonstrates a great deal of creativity and originality. 	<ul style="list-style-type: none"> The narrative's opening is clear, effective, and compelling—it grabs the reader's attention. The narrative has a clear beginning, middle, and end. The pattern of organization is very clear and effective throughout the narrative. The point of view is consistent and effective throughout the narrative. Transitions provide a seamless progression from point to point. The ending very effectively wraps up the narrative. 	<ul style="list-style-type: none"> All words are spelled correctly. The narrative contains no errors in English usage or grammar. The narrative contains no errors in punctuation. The narrative contains no errors in capitalization. The word choice is exceptionally precise and accurate throughout the narrative. Sentences vary in length and structure.
5	<ul style="list-style-type: none"> The narrative demonstrates a clear understanding of the assignment. The student clearly shows how the social constructions of gender, race, class, economics, disability, and sexuality have shaped his/her identity. The student clearly demonstrates terms, concepts, and theories from the course in the telling of their own life story. The chosen events are clearly relevant to the purpose. Good examples and details are presented to support the writer's point of view. The narrative demonstrates creativity and originality. 	<ul style="list-style-type: none"> The narrative's opening catches the reader's attention. The narrative has a beginning, middle, and end. The pattern of organization is generally clear and effective throughout the narrative. The point of view is almost always consistent and effective throughout the narrative. Transitions provide a progression from point to point. The ending wraps up the narrative. 	<ul style="list-style-type: none"> Almost all words are spelled correctly. The narrative contains almost no errors in English usage or grammar. The narrative contains almost no errors in punctuation. The narrative contains almost no errors in capitalization. The word choice is generally precise and accurate throughout the narrative. Sentences vary somewhat in length and structure.
4	<ul style="list-style-type: none"> The narrative demonstrates a basic understanding of the assignment. The student effectively shows how the social constructions of gender, race, class, economics, disability, and sexuality have shaped his/her identity. The student effectively demonstrates terms, concepts, and theories from the course in the telling of their own life story. The chosen events are mostly relevant to the purpose. Some examples and details are presented to support the writer's point of view. The narrative demonstrates occasional creativity and originality. 	<ul style="list-style-type: none"> The narrative's opening includes an attention-getter, but it may not be entirely effective. The narrative seems to have a beginning, middle, and end, but it is not entirely clear. The pattern of organization is clear and effective at times, but not always. The point of view is mostly consistent and effective, but not always. Transitions are used. A clear ending is included but may not wrap up the narrative. 	<ul style="list-style-type: none"> Some spelling errors occur, but not enough to impede understanding. The narrative contains some errors in usage or grammar, but not enough to impede understanding. The narrative contains some errors in punctuation, but not enough to impede understanding. The narrative contains a few errors in capitalization. Word choices are thoughtful but not always precise or accurate. Sentences vary somewhat in length and structure but could use more variation.
3	<ul style="list-style-type: none"> The narrative demonstrates some understanding of the assignment, but it is not complete. The student hints at how the social constructions of gender, race, class, economics, disability, and sexuality have shaped his/her identity. The student alludes to terms, concepts, and theories from the course in the telling of their own life story. The chosen events are somewhat relevant to the purpose. Some examples and details are presented, but they may not support the writer's point of view. The narrative demonstrates infrequent creativity and originality. 	<ul style="list-style-type: none"> The narrative's opener does not grab the reader's attention. The narrative lacks one element: a beginning, middle, or end. The pattern of organization is only occasionally clear and effective. The point of view is only occasionally consistent and effective. Transitions are not always used. The ending may not have a clear connection to the narrative theme. 	<ul style="list-style-type: none"> Some spelling errors may impede understanding. Errors in usage or grammar may impede understanding at times. Errors in punctuation may impede understanding at times. Errors in capitalization may intrude on understanding. Word choices reflect thought but are often not precise or accurate. Sentences only occasionally vary in length and structure.
2	<ul style="list-style-type: none"> The narrative demonstrates little understanding of the assignment. The student does not clearly show how the social constructions of gender, race, class, economics, disability, and sexuality have shaped his/her identity. The student does not clearly demonstrate terms, concepts, and theories from the course in the telling of their own life story. The chosen events are often irrelevant to the purpose. Few examples and details are presented, and they may not support the writer's point of view. The narrative demonstrates very little creativity and originality. 	<ul style="list-style-type: none"> The narrative's opener is lacking or not effective. The beginning, middle, and end are not easily identified. The pattern of organization is rarely clear and is generally not effective. The point of view is hard to determine. Transitions are very rarely used. The ending does not connect to the narrative theme. 	<ul style="list-style-type: none"> Spelling errors impede understanding. The narrative contains numerous errors in usage or grammar. Errors in punctuation often impede understanding. The narrative contains numerous errors in capitalization. Word choices are generally not precise or accurate. Sentences rarely vary in length and structure.
1	<ul style="list-style-type: none"> The assignment is not understood. The student does not show how the social constructions of gender, race, class, economics, disability, and sexuality have shaped his/her identity. The student does not demonstrate the terms, concepts, and theories from the course in the telling of their own life story. The chosen events are completely irrelevant to the purpose. No examples and details are presented. The narrative demonstrates no creativity and originality. 	<ul style="list-style-type: none"> The narrative has no opener. The narrative has no identifiable beginning, middle, or end. There is no pattern of organization. No point of view is evident. Transitions are not used. No ending is presented. 	<ul style="list-style-type: none"> Numerous spelling errors prevent understanding. Numerous errors in usage or grammar impede understanding. Numerous errors in punctuation impede understanding. Numerous errors in capitalization impede understanding. Word choices are haphazard. Sentences do not vary in length or structure.