

**DEPARTMENT OF SOCIOLOGY  
UNIVERSITY OF TORONTO**

**Intermediate Qualitative Methods in Sociology  
SOC254H1F – LEC0101  
Course Outline – Fall 2024**

<b>Lecture</b>	Wednesdays, 11:10 am – 1 pm   Room: SS 1085
<b>Tutorials</b>	Mondays, 4:10 – 5 pm   Room: UC 244 Mondays, 5:10 – 6 pm   Room: UC 244
<b>Instructor</b>	Dr. Andrea Román-Alfaro (she/her)
<b>E-mail Address</b>	<a href="mailto:andrea.romanalfaro@mail.utoronto.ca">andrea.romanalfaro@mail.utoronto.ca</a>
<b>Office Hours</b>	By appointment: <a href="https://calendly.com/andrea-mra9/officehrs">https://calendly.com/andrea-mra9/officehrs</a>
<b>Office Location</b>	On Zoom (you'll get an email with the information)
<b>Teaching Assistant # 1</b>	Kayla Preston   <a href="mailto:kayla.preston@mail.utoronto.ca">kayla.preston@mail.utoronto.ca</a>
<b>Teaching Assistant # 2</b>	TBD
<b>Office Hours</b>	TAs will let you know of the details through an announcement

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## **TERRITORIAL ACKNOWLEDGEMENT**

Many of us know little about the names of the territories we grew up on, live in, or study in and the Indigenous nations and peoples who have cared for the land. If you have yet to learn or want to know more, start at <https://native-land.ca>.

The University of Toronto occupies the Treaty Lands and Territory of the Mississaugas of the Credit First Nation and the traditional territory of the Huron-Wendat and the Haudenosaunee people. Tkaronto (“where there are trees standing in the water” in Mohawk) is located on the lands of the Toronto Purchase Treaty, No. 13, reached between the Mississaugas of the Credit First Nation and the British Crown in 1805 and disputed until 2010. Today, Tkaronto is still the meeting place and home to many First Nations, Inuit, and Métis people across Turtle Island.

Indigenous peoples are alive and continue to resist and refuse settler colonialism’s constant deadly erasure attempts. As Indigenous peoples and scholars have repeatedly reminded us, academia is an institution of the settler colonial system. Because of this, our commitment to being wise stewards of the land we currently live in and promoting its well-being for future generations is vital. Thus, as treaty people, we commit to working toward decolonization, anti-racism, and systemic change, respecting all beings living within this land and cultivating radical relationships with each other.

## **DETAILED COURSE DESCRIPTION**

This course offers an in-depth exploration of qualitative research methods, designed to prepare students for advanced sociological inquiry. Students will delve into the theoretical underpinnings, practical applications, and ethical implications of various qualitative techniques, such as interviewing, ethnography, and content analysis.

The course highlights the iterative nature of qualitative research, guiding students through the entire research process—from formulating research questions to data collection and analysis, and ultimately to presenting persuasive findings. Students will learn to critically assess existing qualitative studies while honing their research skills through practical projects and assignments.

Throughout the semester, we will investigate how qualitative methods can be applied to explore a diverse array of sociological topics, emphasizing the understanding of social processes, meanings, and lived experiences. Additionally, the course will address modern issues in qualitative research, including the integration of digital tools, mixed methods approaches, and the challenges of conducting research in varied cultural contexts.

**PREREQUISITE:** SOC204H1 – Introduction to Qualitative Methods in Sociology. It is your responsibility to ensure that the prerequisites for this course have been met. Students without these requirements will be removed from the course without notice. No waivers will be granted.

## LEARNING OUTCOMES

By the end of this course, students will be able to\*:

- Understand the strengths and limitations of qualitative methods and their appropriate applications in sociological research.
- Formulate appropriate research questions for qualitative inquiry and design a comprehensive qualitative research project.
- Understand and apply various qualitative data collection methods, including in-depth interviewing, participant observation, and document analysis.
- Apply basic qualitative data analysis techniques, including coding, memo writing, and thematic analysis.
- Recognize and navigate ethical issues in qualitative research, including informed consent, confidentiality, and researcher positionality.
- Critically evaluate published qualitative research, identifying strengths and limitations of different methodological approaches.

**\*Note:** Students may vary in their competency levels on these outcomes. You can expect to achieve these outcomes only if you honour course policies, attend classes regularly, complete all assigned work in good faith, and meet all other course expectations<sup>1</sup>.

## TEXTBOOKS AND OTHER MATERIALS

All readings and class materials will be uploaded to our Quercus page. Every attempt will be made to follow the reading list, but it is subject to change at the instructor's discretion.

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<sup>1</sup> Drawn from Nilson, Linda. 2010. *Teaching at its best: A research-based resource for college instructors*. San Francisco, CA: Jossey-Bass.

## EVALUATION COMPONENTS

Type	Description	Due Date	Weight
Participation	In-class exercises	Every class and/or tutorial	20%
Assignment	Research statement and literature review	Friday, October 4	20%
Assignment	Research design and methods outline	Friday, October 25	15%
Assignment	Pilot study and reflection memo	Friday, November 15	20%
Assignment	Final research proposal	Friday, December 6	25%
<b>Total</b>			<b>100%</b>

You should receive at least one significant mark (15%) by October 30<sup>th</sup> i.e., before the last day you can drop a course without academic penalty, i.e., November 4, 2024.

Please note that Grades in Quercus gives early access to preliminary grades; they do not represent your official final marks. The grade for your final assignment will not be posted in Quercus until the final grades have been submitted and approved by the department. For final grades, log on to ACORN.

## GRADING

### **In-class exercises (20% total, 2% each)**

**Due date:** Every week

To ensure we engage with the course materials and develop your qualitative skills collectively, we will have in-class small group exercises. In-class means that these activities will be done during our class meeting time or during your tutorial (we get to choose!). Each exercise is worth 2 points (or 2% of your final grade). You get one (1) point for doing the exercise and two (2) points if the exercise is done well.

You must participate in ten (10) in-class exercises to get full marks. Since our class meets twelve (12) times during the semester, you have the flexibility of missing two of these exercises and still get your full marks.

### **Research statement and literature review (20%)**

**Due date:** Friday, October 4, at 11:59 pm.

To begin our journey into qualitative methods, you will write a 1000-to-1500-word paper that states the research question you will work on during the semester. The question must be related to a sociological topic. This statement should also include a justification for using qualitative methods to address your research questions, a literature review using four or six relevant qualitative studies that help you understand the topic of your research questions, and your initial thoughts on the significance of the proposed research.

This assignment is part one of your final project for this course. You will work on the project in groups of 3 or 4. You choose who you want to work with. Add the names of your group members and your topic [here](#). If you don't have a partner/group, that's okay! I will assign you to one. The deadline to register your group and topic is Monday, September 9.

While you'll be formulating your own research questions, groups can only choose from the following topics:

1. Social media and identity formation
2. Mental health and university life
3. Gender norms and expectations in modern relationships
4. Sustainability practices among young adults
5. Cultural identity and immigration experiences
6. Political engagement and activism among young adults

### **Research design and methods outline (15%)**

**Due date:** Friday, October 25, at 11:59 pm.

This assignment encourages you to think through the practical aspects of your proposed research. You will submit a 1000-to1500-word detailed outline detailing that states your proposed data collection method(s) (e.g., interviews, ethnography, content analysis), your sampling strategy and rationale, a draft of your interview guide or observation protocol (if applicable), a discussion of potential ethical considerations, and a preliminary data analysis plan.

### **Pilot study and reflection memo (20%)**

**Due date:** Friday, November 15, at 11:59 pm.

This assignment gives you hands-on experience with your chosen research method and encourages to reflect on how it is to do fieldwork. For this assignment you have to conduct a small-scale pilot of your proposed method (options: three interviews, five hours of observation, or analysis of three documents, or a combination of all!) and write a 1000-word reflection memo that includes a description of the pilot study process, an example codebook of how you would code your data, initial insights or findings, challenges you encountered and how you dealt with them or could deal with them in the future, and proposed revisions to their research design based on your fieldwork experience.

### **Research proposal (25%)**

**Due date:** Friday, December 6, at 11:59 pm.

This is your last and most comprehensive assignment. You have been working toward it during the entire semester. This is a 3000-to-4000-word research proposal that integrates and expands upon the previous assignments. The proposal should include the following sections:

1. Introduction and research question
2. Extended literature review and theoretical framework (including, at least, 10 academic sources)
3. Detailed methodology section, incorporating insights from the pilot study
4. Proposed data analysis plan
5. Discussion of ethical considerations and strategies to address them

6. Reflection on researcher positionality and potential limitations
7. Proposed timeline to conduct the research project
8. Potential contributions to sociological knowledge

## **COURSE STRUCTURE AND APPROACH**

This course has a lecture and tutorial. Thus, you are required to attend both. Our first class is on Wednesday, September 4 and your first tutorial is on Monday, September 9. While lectures will combine theoretical and practical knowledge, tutorials will be focused on working on your research projects and develop practical skills.

I will **divide our class time in the following way:**

- |                  |  |
|------------------|--|
| 11:10 – 12:00 pm | Lecture + In-class exercise + questions (order may vary) |
| 12:00 – 12:10 am | Break  |
| 12:10 – 1:00 pm  | Lecture + In-class exercise + questions (order may vary) |

All the course materials will be uploaded to our Quercus class page. As a general prompt, I will recommend you **approach our course in the following order:**

1. **Before OR on Tuesday: Read class materials assigned for Wednesday's class** (make sure to read at least one of the readings). Take notes of the readings. Store those notes in your computer or a notebook.
2. **Wednesday 10:10 – 11:10 am:** Download class PPT (if applicable)
3. **Wednesday 11:10 am – 1:00 pm:** Attend, participate, and take notes during class.
4. **Monday 4:00 – 5:00 pm OR 5:00 – 6:00 pm:** Attend tutorials. Make sure you use this time to work on your research projects, ask questions to your TA, and practice your practical skills. Remember that in-class exercise may happen during our class meetings or tutorials. It's a surprise!
5. **Repeat**

I will make sure to remind you of deadlines since the approach to the course may change when you have to submit your assignments. The order above can help you to structure your time effectively. However, there are different ways to organize your time.

### **Important:**

Time management can be challenging. It is not easy to stay on top of your work. Thus, I encourage you to try the following:

- Set aside specific hours to work each day, somewhere as quiet and comfortable as possible.
- Turn off devices and let whomever you live with know your schedule to minimize distractions.

- Make lists: I organize my semester ahead of time and add all assignments and deadlines to my calendar. I also plan my week every Sunday (aka Sunday meeting) and assign tasks for the following day every night of the week.
- If you get off track, start over again. Persistence is key.

## COMMUNITY CONTRACT AND GUIDELINES

The past years have been exhausting for all of us. We are all trying to do our best with what we have (mentally, physically, spiritually, and emotionally). I understand if you need more time to read the materials and hand in your assignments. If this is the case, I would like you to communicate with me or your TA so we can support you and accommodate your needs.

Just like you, your TA and I have had very challenging years. As humans, we also deal with personal issues and manage our studies, jobs, and social and family life. I have tried my best to design a course that supports and adds to your learning process. I have spent many hours preparing lessons, and your TA will spend many hours providing feedback. Please respect the work we have put into this course by keeping up with the content, taking the feedback for your assignments seriously (asking questions if something needs to be clarified), and being considerate with our time (including emails and class etiquette). We are here to support you, but we ask you to help us make this course a good learning space for everyone.

Furthermore, the following agreements will help us relate to each other better and establish a common ground for interactions. We are all bound by these guidelines (this includes me and your TA). Thus, if you feel these guidelines have been disrespected or not held, please message me or your TA to address the issue and improve our class.

<b>Respect</b>	Mutual respect is critical for learning and teaching. Respect other's identities, silence, emotions, and needs.
<b>Curiosity</b>	Approach others and yourself with a curious, non-judgemental attitude. Ask yourself: why am I reacting to what this person is saying in this way? What emotions are arising? What do I need to feel better?
<b>Active listening</b>	When others speak or express their opinions, I engage with them and pay close attention to what they say with empathy.
<b>Compassion</b>	Learning is inherently uncomfortable. We will feel challenged by the materials and others' comments. We will always make mistakes. Treat yourself with love and kindness when making a mistake, getting feedback, or feeling uncomfortable. We are all imperfect beings. We are in this world to learn. Extend that compassion to others.
<b>Safety and no-harm</b>	Sometimes, our intent doesn't match the impact of our actions. We all make mistakes. We are learning. However, this doesn't mean we cannot or shouldn't take responsibility

for our actions. Be responsible for what you say and do. Admit responsibility and actively engage in repairing any harm you may have caused. We are here to support each other in that process.

### **Accountability**

We will try to guarantee that we all feel safe and acknowledged. Conflict is normal in human relations. Conflict doesn't have to lead to harm and violence. However, we will not tolerate any aggression, harm, or violence in this class.

### **Trauma-informed learning**

Students are recovering from traumas that may find material triggering beyond the typical discomfort associated with learning. I try to announce when content might include such triggers, but I'm imperfect, and I can't predict all of them. Feel free to step away from sessions or speak to me if you have any concerns. If you are currently experiencing trauma, I have listed several mental health resources on the last page of this syllabus. Unfortunately, I am not a trained mental health expert, so I will refer you to other services on and off campus.

## **OTHER IMPORTANT POINTS**

### **Names and pronouns:**

Please respect people's preferred names and pronouns. We have a very diverse class. Try to remember people's names, name pronunciation, and pronouns. Always let us know if we are mispronouncing your name and pronoun.

### **Email etiquette:**

- Before sending an email, check whether your question is answered in the syllabus or discussion board. If you have questions other students are likely to have, consider posting it on the discussion board so everyone will see the answer.
- The University requires that we conduct all student correspondence using official University of Toronto email addresses. Be sure to send us messages from your university account or through Quercus.
- When sending an email, it helps us if you include the course number and type of question in the subject line (e.g., "SOC254, question about reading X").
- Politeness, respect, and gratitude are appreciated, such as saying hi or hello before asking a question. You can call me by my first name (Andrea), Professor Roman Alfaro, or Professor Andrea. Ask your TA how they would like to be called.

- We strive to respond to student emails within 24 hours on weekdays. Our working hours are from 10 am to 6:00 pm, so you likely will only receive replies from us during those hours. We do not respond to emails on weekends or holidays.
- If we haven't replied to you within 24 hours during weekdays, you may send a polite follow-up. We are human, and sometimes messages get missed.

## COURSE SCHEDULE

Class date	Topic & Materials	Tutorial	Deadlines
Week 1: <b>Wednesday, September 4</b>	<p><b>Introduction to the course</b></p> <ul style="list-style-type: none"> <li>• Review the syllabus and assignments (bring any questions you may have!)</li> <li>• Accessing our Quercus course page</li> </ul> <p><b>Introduction to qualitative methods</b></p> <ul style="list-style-type: none"> <li>- Denzin, Norman K. and Yvonna S. Lincoln. 2018. "Introduction: The Discipline and Practice of Qualitative Research." Pp. 1-26 in <i>The SAGE Handbook of Qualitative Research</i>, 5th ed., edited by N. K. Denzin and Y. S. Lincoln. Thousand Oaks, CA: Sage Publications.</li> <li>- Goodwin, Jeff, and Ruth Horowitz. 2002. "Introduction: The Methodological Strengths and Dilemmas of Qualitative Sociology." <i>Qualitative Sociology</i> 25(1):33-47.</li> </ul>		<b>Friday, September 6:</b> Fill out welcome survey



<p>Week 2: <b>Wednesday, September 11</b></p>	<p><b>Developing research questions</b></p> <ul style="list-style-type: none"> <li>- Luker, Kristin. 2009. "What Is This a Case of, Anyway?" Pp. 51-75 in <i>Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut</i>. Cambridge, MA: Harvard University Press.</li> <li>- Lynch, Julia. 2024. "Choosing a Research Question." Pp. 13-22 in <i>Doing Good Qualitative Research</i>, edited by J. Cyr and S. W. Goodman. New York, NY: Oxford University Press.</li> </ul>	<p><b>Monday, September 9:</b> Why qualitative methods? Thinking about potential research topics</p>	
<p>Week 3: <b>Wednesday, September 18</b></p>	<p><b>Ontology and epistemology in qualitative methods</b></p> <ul style="list-style-type: none"> <li>- Hess, Biber, Sharlene Nagy, Patricia Leavy, and Michelle L. Yaiser. 2004. "Feminist Approaches to Research as a Process: Reconceptualizing Epistemology, Methodology, and Method." Pp. 3-26 in <i>Feminist Perspectives on Social Research</i>, edited by S. N. Hesse-Biber and M. L. Yaiser. New York: Oxford University Press.</li> <li>- Lee, Jooyoun. 2024. "The Construction of Knowledge." Pp. 49-60 in <i>Doing Good Qualitative Research</i>, edited by J. Cyr and S. W. Goodman. New York, NY: Oxford University Press.</li> </ul>	<p><b>Monday, September 16:</b> Crafting research questions</p>	
<p>Week 4: <b>Wednesday, September 25</b></p>	<p><b>Research ethics</b></p> <ul style="list-style-type: none"> <li>- Fine, Gary. 1993. "Ten Lies of Ethnography." <i>Journal of Contemporary Ethnography</i> 22(3):267-294.</li> <li>- Thorne, Barrie. 1980. "'You Still Takin' Notes?' Fieldwork</li> </ul>	<p><b>Monday, September 23:</b> Selecting literature</p>	

	and Problems of Informed Consent.” <i>Social Problems</i> 27(3):284-97.		
Week 5: <b>Wednesday, October 2</b>	<b>Interviewing</b> <ul style="list-style-type: none"> <li>- Olson, Karin. 2016. “Approaches to Data Generation.” Pp. 35-50 in <i>Essentials of qualitative interviewing</i>. New York, NY: Routledge.</li> <li>- Laureau, Anette. 2021. “Learning to Interview. What to Do before and after the Interview.” Pp. 60-90 in <i>Listening to People. A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up</i>. Chicago IL: University of Chicago Press.</li> </ul>	<b>Monday, September 30:</b> Group work time	<b>Friday, October 5:</b> Research statement and literature review
Week 6: <b>Wednesday, October 9</b>	<b>Ethnography</b> <ul style="list-style-type: none"> <li>- Gold, Raymond L. 1997. “The Ethnographic Method in Sociology.” <i>Qualitative Inquiry</i>, 3(4), 388–402.</li> <li>- Emerson, Robert M., Fretz, Rachel I., and Shaw, Linda L. 2011. “Fieldnotes in Ethnographic Research.” Pp. 1-20 in <i>Writing ethnographic fieldnotes</i> 2<sup>nd</sup> ed. Chicago, IL: University of Chicago Press.</li> </ul>	<b>Monday, October 7:</b> Developing an interview guide	
Week 7: <b>Wednesday, October 16</b>	<b>Content analysis</b> <ul style="list-style-type: none"> <li>- Zawadi, Rucks-Ahidiana. 2024. “Content Analysis.” Pp. 361-372 in <i>Doing Good Qualitative Research</i>, edited by J. Cyr and S. W. Goodman. New York, NY: Oxford University Press.</li> </ul>	<b>Monday, October 14:</b> NO TUTORIALS (Thanksgiving)	

	<ul style="list-style-type: none"> <li>- Stuart, Forrest. 2020. "Code of the Tweet: Urban Gang Violence in the Social Media Age." <i>Social Problems</i> 67(2):191–207</li> </ul>		
<p>Week 8: <b>Wednesday, October 23</b></p>	<p><b>Data analysis I: Coding</b></p> <ul style="list-style-type: none"> <li>- Laureau, Anette. 2021. "Data Analysis. Thinking as You Go." Pp. 195-225 in <i>Listening to People. A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up</i>. Chicago IL: University of Chicago Press.</li> <li>- Saldaña, Johnny. 2016. "An Introduction to Codes and Coding." Pp. 1-42 in <i>The Coding Manual for Qualitative Researchers</i> by J. Saldaña. London, UK: Sage Publications.</li> </ul>	<p><b>Monday, October 21:</b> Writing fieldnotes</p>	<p><b>Friday, October 25:</b> Research design and methods outline</p>
<p>Week 9: <b>Wednesday, October 30</b></p>	<p><b>NO CLASSES – FALL READING WEEK</b></p>	<p><b>Monday, October 28:</b> NO TUTORIALS (Reading week)</p>	
<p>Week 10: <b>Wednesday, November 6</b></p>	<p><b>Data analysis II: Developing themes</b></p> <ul style="list-style-type: none"> <li>- Emerson, Robert M., Fretz, Rachel I., and Shaw, Linda L. 2011. "Coding and Memoing." Pp. 171-200 in <i>Writing ethnographic fieldnotes</i> 2<sup>nd</sup> ed. Chicago, IL: University of Chicago Press.</li> <li>- Saldaña, Johnny. 2016. "Writing Analytic Memos." Pp. 43-66 in <i>The Coding Manual for Qualitative Researchers</i> by J. Saldaña. London, UK: Sage Publications.</li> </ul>	<p><b>Monday, November 4:</b> Starting data analysis and developing a codebook</p>	

<p>Week 11: <b>Wednesday, November 13</b></p>	<p><b>Reflexivity and positionality</b></p> <ul style="list-style-type: none"> <li>- DeVault, Marjorie L. 1990. "Talking and Listening from Women's Standpoint: Feminist Strategies for Interviewing and Analysis." <i>Social Problems</i> 37(1):96-116.</li> <li>- Doucet, Andrea. 2008. "'From Her Side of the Gossamer Wall(s)?: Reflexivity and Relational Knowing.'" <i>Qualitative Sociology</i> 31(1):73-87.</li> </ul>	<p><b>Monday, November 11:</b> Data analysis: coding</p>	<p><b>Friday, November 15:</b> Pilot study and reflection memo</p>
<p>Week 12: <b>Wednesday, November 20</b></p>	<p><b>Writing up qualitative research</b></p> <ul style="list-style-type: none"> <li>- Pratt, Michael G. 2009. "From the Editors: For the Lack of a Boilerplate: Tips on Writing Up (and Reviewing) Qualitative Research." <i>Academy of Management Journal</i> 52(5):856-862.</li> <li>- Laureau, Anette. 2021. "Writing. Becoming Clearer about Your Contribution." Pp. 226-259 in <i>Listening to People. A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up</i>. Chicago IL: University of Chicago Press.</li> </ul>	<p><b>Monday, November 18:</b> Data analysis: Memoing and finding results</p>	
<p>Week 13: <b>Wednesday, November 27</b></p>	<p><b>Evaluating qualitative research</b></p> <ul style="list-style-type: none"> <li>- Small, Mario L. and Jessica M. Calarco. 2022. "Introduction." Pp. 1-22 in <i>Qualitative Literacy: A Guide to Evaluating Ethnographic and Interview Research</i>. Berkeley: University of California Press.</li> <li>- Lamont, Michèle and Ann Swidler. 2014.</li> </ul>	<p><b>Monday, November 25:</b> Writing results</p>	

	<p>“Methodological Pluralism and the Possibilities and Limits of Interviewing.”  <i>Qualitative Sociology</i>  37(2):153-171.</p>		
<p><b>Friday, December 6</b></p>	<p>Due: Final research proposal</p>		

Every attempt will be made to follow this schedule. Any changes will be discussed with students and submitted to a vote in class.

**IMPORTANT:** The last day to drop F courses is November 4, 2024.

## ACADEMIC INTEGRITY

Academic integrity is essential to pursuing learning and scholarship in a university and ensuring that a degree from the University of Toronto is a strong signal of each student's academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters.

Ensure you have familiarized yourself with the Code of Behaviour on Academic Matters before submitting assignments or sitting for exams. If you have questions or concerns about appropriate academic behaviour or proper research and citation methods, seek additional information on academic integrity from your instructor or <https://www.academicintegrity.utoronto.ca/>.

Examples of offences under the code:

- Using the words or ideas of another person without citing the source. You must cite sources even when you are paraphrasing or summarizing. **(Plagiarism)**
- Falsifying a statement, presenting a false document, or signing someone else's name on a document required by the University are all violations.
- Using false data or providing references to nonexistent sources. **(Concocting)**
- Using unauthorized aids on tests or exams. This can include looking at notes/books or talking to friends in chat to get answers.
- Having someone else write an exam for you or do your assignments for you, whether a friend or a paid service.
- Submitting the same work for credit in more than one course. **(Self-plagiarism)**
- Discussing ideas or sharing work with other students and submitting unacceptably similar assignments. **(Providing/receiving unauthorized aid; plagiarism)**

### **Paying for Essay services or Essay Repositories**

You may see advertisements for services offering grammar help, essay editing and proofreading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may commit an academic offence (unauthorized assistance).

Students often use services such as Course Hero to copy assignments and share answers to test questions. The material uploaded violates my copyright. Thus, you must refrain from using this service. In addition, because the course changes from year to year, notes may no longer be relevant or focus on materials no longer in use.

### **ChatGPT and other AI tools**

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Any content produced by an artificial intelligence tool must be cited appropriately. Thus, if your TA or I find that you have copied straight language from ChatGPT without citing it, we will report it as plagiarism. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citing-generative-ai/>).

### **Collaboration with peers**

UofT encourages students to exchange ideas with each other. This is an essential part of the learning process and is not considered cheating or plagiarism. However, while you may generally discuss an assignment with your classmates, you are expected to write up your work separately after such discussions. Ensure that any work you submit is entirely your own work. Please do not provide a copy of your finished work (in text form or electronically), or even a draft of your work, to another student in case they are tempted to misuse it in completing their work. If they do, you, too, may face an allegation of academic misconduct under the Code of Behaviour on Academic Matters.

### **The three most common academic integrity offences:**

#### **1. Not citing sources**

If you are talking about someone else's ideas-- even if you are summarizing them in your own words-- you must cite them. You do that by indicating the person's last name and the year of publication within the text and including the work cited in your bibliography. Example:

*The transformation of schools into high-security environments has increased law enforcement presence in educational spaces (Bracy 2010).*

Some of you may come from areas where this is not a common practice, but it is required at the University of Toronto. It is both a mark of respect and a demonstration that you know the ideas you are sharing are not your own. If you do not cite correctly, the reader assumes you are presenting your original ideas.

## 2. Not using quotation marks around direct quotes

If you use a direct quote-- the exact words someone else has written-- you must put quotation marks around it. According to the ASA style manual, you must indicate the page number in your in-text citation. Example:

*According to Razack (2015: 7), "critical scholars have long noted that states defend their reputations and the actions of police and medical professionals in inquests and inquiries."*

## 3. Not paraphrasing sufficiently in your own words

It is not enough to replace every few words in a sentence with synonyms or change the order of words in a sentence. You must demonstrate that you understand the concepts enough to rewrite them in your own words.

This is a skill that takes practice. One useful technique is writing your paraphrase or summary without looking at your book or notes. This forces you to think about what you are explaining and limits the temptation to rely on the original author's words.

As a general recommendation, add quotation marks when copying three or more words from a text.

## Penalties for offences

Most offences are unintentional due to carelessness, but they are **still offences**.

In this course, ONLY on the first spreadsheet entry will we give you a chance to practice, and we will not report your offences except in egregious circumstances. It will not be placed on your record. Depending on the offence, you will still receive a penalty, ranging from a few points to a zero on the assignment.

Offences will be directly reported to the Department for subsequent assignments. However, if the assignment is worth 10% or more, it must be reported to the Dean's office.

## Turnitin

Typically, students will be required to submit their course essays to Turnitin.com to review textual similarity and detect possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely to detect plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the [turnitin.com](https://turnitin.com) website.

Assignments not submitted through *Turnitin* will receive a grade of zero (0 %), unless a student instead provides, along with their position paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

## **COURSE POLICIES**

### **Do I have to come to class?**

I will not take attendance. However, we will be doing graded activities in class. Please refer to the grading section for more details.

### **Where do I get the slides for the classes?**

When there are slides, I will upload them right before our class starts so you can download them and add any notes. You can find the slides or other lecture materials on the Modules page on our Quercus page.

### **I think there's a mistake in my mark. What do I do?**

Your TA and I spend a lot of time carefully evaluating your work. On occasion, we may make an error. If you feel that your work was mismarked, please follow these steps:

1. Wait 24 hours after receiving your mark. We require this because sometimes what you think is an error makes more sense after you've slept on it.
2. Write a 1-2 paragraph explanation of why you feel an error was made and request that it be reviewed.
3. Email this explanation to your TA within one week of receiving your original mark. If appropriate and available, attach any related documents or screenshots. Be aware that the entire assignment will be re-evaluated if you request a re-evaluation. Note: Be aware that the grade may go up, down, or remain the same.
4. If you are not satisfied with the response you receive from the TA, you may email me directly. Please include all relevant material.

### **I can't make a deadline. What do I do?**

**Missed deadlines and tests:** students who miss a paper deadline or a test will receive a zero mark for that paper or test unless the reason is a circumstance beyond their control. Students must send the instructor a request for consideration within three days of missing a paper deadline or test. Students must document their request with **one of the following:**

- Absence declaration via ACORN
- U of T Verification of Illness or Injury Form
- College Registrar's letter (e.g., in case of personal/family crisis or emergency)
- Letter of Academic Accommodation from Accessibility Services

Students who miss the test or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.



### **Can I record class meetings? Can I post your lecture slides online?**

No. Course videos, lectures, slides, and all other materials belong to me and are protected by copyright. In this course, you can download materials for your educational use. However, you should not copy, share, or use them for any other purpose without my explicit permission. You may not share them in the public domain, sell them, or give them to a person or company using them to earn money. The University will support me in asserting and pursuing my rights and copyrights.

### **U OF T POLICIES**

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where everyone can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against persons or communities.

#### **U of T Code of Conduct:**

Offences under the [Code of Student Conduct](#) include:

- Sexual assault or threats of sexual assault.
- Assault, threats of assault or bodily harm.
- Creating a condition which unnecessarily endangers the health or safety of other persons.
- Damage or threats of harm to personal property.
- Unauthorized entry or presence.
- Unauthorized use of university facilities, equipment or services.
- Bringing a false Code charge against another student.
- Aiding in the commission of an offence.
- Refusal to comply with sanctions.
- Unauthorized possession or use of firearms or ammunition.
- Stalking.
- Discriminatory harassment.
- Disturbances that obstruct an activity organized by the University or by any of its divisions, or the right of other members of the University to carry on their legitimate activities, to speak or to associate with others.

#### **Religious observances:**

The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory

holidays. Students are responsible for alerting teaching staff members in a timely fashion to upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities at these times. If you anticipate a conflict due to religious observance, please let me know as early in the course as possible and with sufficient notice (at least two to three weeks) so that we can work together to make alternate arrangements.

### **Posting of grades:**

Please note that any grades posted on Quercus are only for your information so you can view and track your progress through the course. Grades are only considered official, including any posted in Quercus at any point in the term, once they have been formally approved and posted on ACORN at the end of the course. Please get in touch with the TA as soon as possible if there is an error in any grade posted on Quercus.

### **Accessibility:**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Student Life's [Accessibility Services](#) office as soon as possible. I will work with you and Accessibility Services to ensure you achieve your learning goals in this course. Enquiries are confidential. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations at 416-978-8060 or [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca).

## **STUDENT RESOURCES**

### **Academic Success Centre:**

Need help with study skills or life management skills? Not sure what classes to sign up for? Are you interested in thinking about possible careers? Check out the [Academic Success Centre](#) for workshops, tips, & one-on-one help!

**Location:** 214 College Street, Room 150, Main Floor | **Email:** [mail.asc@utoronto.ca](mailto:mail.asc@utoronto.ca)

### **Accessibility Services:**

[Accessibility Services](#) is a student and academic service and equity office that assists you in navigating disability-related barriers to your academic success. It ensures that policies, practices, procedures and programs are inclusive to ensure equal access for students with disabilities.

**Email:** [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca)

**Phone:** [416-978-8060](tel:416-978-8060)

### **English Language Learning:**

[English Language Learning](#) (ELL) supports all U of T undergraduates enrolled in the Faculty of Arts & Science whose first language is not English (multilingual students) and native speakers seeking to improve their English skills. You can check their courses and activities on their webpage.

You can contact ELL instructors at: [ell.newcollege@utoronto.ca](mailto:ell.newcollege@utoronto.ca)

### **Emergency Assistance Grants:**

If you need emergency help for food or shelter, speak with a Financial Counsellor: <https://future.utoronto.ca/finances/financial-aid-old/financial-counselling-directory/>

You can also apply for the Emergency Assistance Grants at <https://future.utoronto.ca/finances/financial-aid/emergency-assistance-grants/>

### **First Nations House:**

The [First Nations House](#) provides culturally relevant services to Indigenous students to support academic success, personal growth, and leadership development. It also offers learning opportunities for all students to engage with Indigenous communities at U of T and beyond. Visit its webpage to check available services and join its listserv to stay updated on its events.

### **Centre for International Experience:**

The [Centre for International Experience](#) (CIE) provides transition assistance, help understanding taxes & health insurance, English conversational practice, and off-campus housing assistance.

### **LGBTQ+ students:**

Programming and events for the LGBTQ+ community are offered on all three campuses. Visit the [U of T Sexual & Gender Diversity Office](#) to learn more about their events and resources. You can also check [LGBTOUT](#), the oldest LGBTQ+ student organization at U of T.

### **Mental and physical wellness:**

As a university student, you may experience a range of health and/or mental health issues that may result in significant barriers to achieving your personal and academic goals. The University of Toronto offers a wide range of free and confidential services and programs to assist you. We encourage you to seek out these resources early and often.

**St George Campus:** [Student Life Health and Wellness](#)

### **Medical Services**

Location: 700 Bay Street, 14th floor, Toronto

Phone: 416-978-8030  
Email: [admin.hwc@utoronto.ca](mailto:admin.hwc@utoronto.ca)

### Mental Health Services

Location: 700 Bay Street, 12th floor, Toronto

Phone: 416-978-8030, select option #5

Email: [mentalhealth.hwc@utoronto.ca](mailto:mentalhealth.hwc@utoronto.ca)

### **Mississauga Campus:** [Health and Counselling Centre](#)

Location: Room 1152, Davis Building (Around the corner from the Bookstore)

Phone: [905-828-5255](tel:905-828-5255)

Email: [health.utm@utoronto.ca](mailto:health.utm@utoronto.ca)

### **Scarborough Campus:** [UTSC Health and Wellness Centre](#)

Location: Student Centre, SL-270

Phone Number: 416-287-7065

Email: [health.utsc@utoronto.ca](mailto:health.utsc@utoronto.ca)

**If you are experiencing a crisis and feeling unable to cope and the Health & Wellness Centre is not open, emergency services and resources are available:**

- **For immediate emergencies**, call 911.
- The [U of T Telus Health Student Support](#) provides students with real-time and/or appointment-based confidential, 24-hour support for any school, health, or general life concern at no cost to you. You can call or chat with a counsellor directly from your phone whenever, wherever you are (including if you're out of the country).

Ongoing support is available over the phone in 146 languages. Immediate support is available over the phone in 35 languages and over chat in simplified Chinese, English, French and Spanish.

Visit their webpage for more details and download the Apple or Google Play app at:

<https://mentalhealth.utoronto.ca/telus-health-student-support/>

- **[Good2Talk Helpline for Post-Secondary Students](#):** Good2Talk is a free, confidential service for post-secondary students in Ontario, available 24/7/365. Students can receive professional counselling, information, and referrals for mental health, addictions, and well-being.

Call at 1-866-925-5454

Text: GOOD2TALKON to 686868

- **Assaulted Women's Helpline** offers a 24-hour telephone and TTY crisis line to all women who have experienced abuse. They provide counselling, emotional support, information and referrals.
  - GTA: 416-863-0511
  - TOLL-FREE: 1-866-863-0511
  - TOLL-FREE TTY: 1-866-863-7868
  - #SAFE (#7233): On your Bell, Rogers, Fido or Telus mobile phone
- **Crisis Services Canada**: Suicide Crisis Helpline offers 24/7 support over the telephone and text.
 

Call: 988

Text: 988
- **Distress Centres of Greater Toronto** provides 24-hour support, 7 days a week, 365 days a year, to individuals in our community who are at risk and most vulnerable. They are Canada's oldest volunteer-delivered crisis, emotional support, and suicide prevention, intervention, and postvention service agency.
 

Call: 416-408-4357
- **Gerstein Crisis Centre** offers 24-hour community-based crisis services for adults 16+ in the City of Toronto who are dealing with mental health, concurrent, or substance use issues and are currently in crisis.
 

Call: 416-929-5200
- **Hope for Wellness Help Line/Chat** offers immediate mental health counselling and crisis intervention to all Indigenous peoples across Canada.
 

Call the toll-free helpline at 1-855-242-3310 24 hours a day, 7 days a week, or visit their webpage to connect with a counsellor online via chat.
- **National Eating Disorder Information Centre** (NEDIC) provides information, resources, referrals and support to Canadians affected by eating disorders. It offers a chat, helpline, blog and resources.
 

Helpline: 1-866-NEDIC-20 (toll-free) or 416-340-4156 (Toronto)

Live chat: [nedic.ca](https://nedic.ca)

Phone and live chat are available:

  - Monday to Thursday: 9 am – 9 pm
  - Friday: 9 am – 5 pm
  - Saturday and Sunday: 12 pm – 5 pm

To find more resources, visit the University of Toronto's Student Mental Health Resource webpage at <https://mentalhealth.utoronto.ca/>.

**U of T Libraries:**

Need help to find library resources? Our sociology liaison librarians can help you.

**Contact:**

Yoonhee Lee, Sociology Liaison Librarian | **Email:** [yunhee.lee@utoronto.ca](mailto:yunhee.lee@utoronto.ca)

**Writing Centre:**

The University of Toronto St. George has multiple writing centres that can help you improve your writing skills and provide you with assignment feedback. You can find the numerous writing centres [here](#).

**The Centre for Women and Trans People:**

**This centre** provides a safe, harassment-free drop-in space for all women and trans people on campus. They offer free support, referrals, resources and advocacy on sexism, racism, homophobia, transphobia, ableism, ageism, violence, health and poverty through our workshops, events, services and programming.

**Visit:** <http://womenscentre.sa.utoronto.ca/>

**Phone:** 416 978 8201

**Email:** [cwtp@utoronto.ca](mailto:cwtp@utoronto.ca)