

SOC100H1F L0101
INTRO TO SOCIOLOGY I: SOCIOLOGICAL PERSPECTIVES
Summer 2025
University of Toronto, St. George

Instructor: Prof. Lance Stewart

Class Time and Location: Synchronous Lectures on Zoom, Tuesday & Thursday from 10:10-12pm.

Tutorial Time and Location: Synchronous via Zoom, Tuesday & Thursday from 12:10-1pm.

Contact Information: lance.stewart@mail.utoronto.ca

Instructor Office Hours: Tuesdays & Thursdays, 1-2pm or by appointment.

Teaching Assistant Office Hours: TBA

**Lecture, tutorial, and office hour Zoom links are listed in Quercus*

Teaching Assistants:

Patricia Roach: patricia.roach@mail.utoronto.ca

Maleeha Iqbal: maleeha.iqbal@mail.utoronto.ca

Please Note: This is a synchronous course that will be fully administered online. You will not be required at any time to be in Toronto for any element of the course.

- As an online synchronous course, there are specific times that you are expected to attend zoom meetings live/in-real-time, including scheduled times for lectures, tutorials, and both the Midterm Test and Final Exam.
- There are exercises exclusive to the synchronous lectures and tutorials that cannot be made up. There is room for you to miss a lecture and tutorial without penalty (see “Course Assessments” below), but you are required to attend at the scheduled time.
- The Midterm Test will be held during the scheduled class time (10am-12pm). The Final Exam will be announced when the university sets the final exam schedule.

Course Description

As the introduction to sociology, this course will challenge your views on a range of issues that affect how we think and act in our everyday lives, pushing you to examine the world around you in new and thoughtful ways. This course showcases the eclectic nature of the discipline, covering a variety of topics that address the dynamic interplay between societal structures and individual actions. We begin by introducing you to the fundamental concepts, theories, and methods of sociology. We will then dive into important topics of the discipline, including culture, class inequality, race, gender, crime, health, and social movements. These topics are reviewed with an emphasis on Canada while also using a global perspective, addressing contemporary debates to look past the surface in understanding both sociology as a discipline and the social world in which we live.

Exclusion

SOC101Y1, SOC102H1, SOC103H1, SOCA01H3, SOCA02H3, SOCA03Y3, SOC100H5

Learning Objectives

The primary goal of this course is to learn the difference between a 'commonsense perspective' and a 'sociological perspective'. You will develop this understanding through an analytical integration of theory, research methods, and a selection of topics of the discipline. At the end of this course, you will be able to:

1. Utilize your Sociological Imagination: develop a deeper understanding of the social world by connecting personal problems to broader social issues.
2. Understand the Foundations of Sociology: comprehend, analyze, and apply diverse theoretical paradigms in sociology to better understand the social world.
3. Identify Social Inequalities: uncover and analyze the complexity of social differences at the individual and societal level through an intersectional lens.
4. Analyze the Individual-Society Dynamic: examine the relationship between societal structures and individual actions, making arguments to explain sociological phenomena.

Course Format

This course will be taught online **synchronously**, meaning that lectures and tutorials will be provided live by Professor Stewart during the scheduled course time, as outlined by the University of Toronto timetable. Lectures and tutorials will be held in Zoom, with meeting links available in Quercus. **You will be required to sign into your utoronto Zoom account while attending lectures to receive in-class credit (please see the "In-Class Participation" section below).** Lectures will be held every Tuesday and Thursday from 10:10-12pm, and tutorials will be held directly after lecture during scheduled weeks from 12:10-1pm (please see the course schedule below).

Communication and Quercus

While this course involves a fair bit of independent learning, the organizing principle of the course is that learning is **a social process** that takes place not only by reading and attending lectures, but also by students interacting with each other. To foster a cooperative learning environment, this course is organized around maximizing online participation through a mix of lectures, tutorials, discussion boards. The course will rely heavily on Quercus (the UofT Learning Management System) to facilitate this "study group" atmosphere. The Quercus page for this course will act as the central hub of the course, where you will find this syllabus, PowerPoint slides for lectures (**uploaded by 9am on each lecture day**), Zoom links, assignment instructions, announcements, grades, and student-generated content on a series of discussion boards.

While the discussion boards will be small at the outset, it will grow as the course progresses. Students should make use of the thread subscription function and the search engine within Quercus to navigate the course page. Beyond using Quercus to pose and answer questions for each other, we will rely on several other communication mechanisms to ensure all students have the information they need to be successful and for information to be delivered consistently to everyone.

To that end, there are several key resources for students in this course:

1. **Announcements** – The SOC100 Quercus page contains an "Announcements" tab. You should check the Announcement tab regularly. It will be the main mechanism to communicate about course-related matters. This is where all deadlines, new content,

instructions, grade releases, and any other pertinent information will be posted. Treat the Announcement tab as a series of appendices to this syllabus.

2. **General Questions about the Course** – This discussion thread is the main space on Quercus that you will use for course-related, non-personal questions. This is the quickest way to get a reply to a question: the go-to place for all questions about course content, activities, assignment, exams, deadlines, etc. This is your main resource for any question you have about the course, including clarification on the course materials covered in lecture and in the readings. Every question will be answered within 36 hours by one of us unless a fellow student has already provided the answer. In this way, all clarifications are available to everyone in the course to benefit from.
3. **Professor Stewart** – as the Course Instructor, Professor Stewart is ultimately responsible for every aspect of the course. You are encouraged to attend his online office hours with help clarifying questions about the course materials. If you have any questions or concerns about any aspects of the course, or anything else you might want to discuss privately, feel free to e-mail him. E-mails are typically answered within 36 hours. You will always have someone or somewhere to turn to for assistance, whether monitored online spaces, scheduled and by appointment office hours, or by e-mail with Professor Stewart.

Email

For any questions about the course materials, format of the course, assignment and test details, Quercus submissions, or Accessibility Services resources, please **first post your question on the General Questions discussion thread on Quercus**. This helps everyone benefit from the answer in case others have the same questions. If you have any questions about how your assessments were graded, you can email the TA who graded your assignment to request a clarification (**please see instructions below in the “Re-Grading Assignments” section**). When emailing, please use your utoronto.ca address. Please also include “SOC100” and a brief description in the subject line, so your email can be easily prioritized. Emails will typically be answered within 36 hours, during the workweek (i.e. Monday through Friday, between 9am-5pm), **which does not include evenings and weekends**. Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions, students should attend office hours.

Office Hours

Professor Stewart’s office hours are available online via zoom, and by appointment. This is to ensure students registered for this seminar get one-on-one consultation with him. However, arrangements for “group” office hours can be made if requested. You may use office hours as an opportunity to explore ideas and experiences related to the course material, how to approach the readings, ideas for writing the papers, discuss plans for a career in Sociology, or other course and career related matters.

Course Textbook

The course textbook for SOC100 is called *Introduction to Sociology, 3rd Canadian Edition*. It is an online open-source textbook that is free to read online or download for personal use. To download the textbook, you can click “Download this book” under the textbook cover image and choose your desired format: <https://opentextbc.ca/introductiontosociology3rdedition/>

Course Assessments:

I have designed assessments to help you improve relevant skills and engage with the course material remotely throughout the term. Learning online, without the motivating push of the campus environment, can easily lead anyone to fall behind in studying. To motivate you to engage with the material consistently throughout the term, I have designed **In-Class Activities** and **Tutorial Exercises** to provide a structure for consistent engagement in the materials by promoting consistent learning through routine work. **All course assessments are also designed with a focus on developing important and valuable skills for you to have in a future with AI.**

<u>Assessment Breakdown: Online Course - Paper Stream</u>		
Type	Description	Weight
In-Class Participation	Participation quizzes held via Zoom poll for each of the 11 lectures , answering questions about the lecture and reading: top 10 of 11 counted, 0.5% each.	5%
Tutorial Activities	Each tutorial includes an engagement exercise designed to help you develop important skills for excelling in your assessments: top 5 of 6 counted, 2% each.	10%
Midterm Test	A series of short-answer questions, designed to have you apply your knowledge and synthesize concepts together.	20%
Everyday Life Paper	A 3-4-page paper based on evaluating topics and experiences from your everyday life.	25%
Final Exam	A series of short-answer questions, designed to have you apply your knowledge and synthesize concepts together. The question topics will not include the first half of materials (non-cumulative)	40%
<u>Please see the description below for full information about the assessments</u>		

In-Class Participation (5%; 0.5% per lecture, top 10 of 11 counted): due every lecture.

Each lecture will include multiple quizzes administered via Zoom Polls, spread out throughout the lecture period. These quizzes are designed to help you immediately review and practice concepts and skills taught during lecture. This will aid retention and help you discover what you still don't understand before leaving the classroom. Though the Zoom Polls will be spread out throughout the lecture period, only one poll will be selected at random to be counted toward your in-class participation. In-class exercises cannot be made up if you miss a lecture. However, because life sometimes legitimately gets in the way of attending class, we will only count 10 of the 11 lectures toward your in-class participation mark. **Zoom meetings for lecture will require you to register before starting the lecture, providing your name and email address to verify.**

Tutorial Exercises (10%; 2% per tutorial, top 5 of 6 counted): due every tutorial.

There will be six tutorials for SOC100 this semester, held in the following weeks:

Tutorial 1: May 8th: Critical Reading & Evaluation

Tutorial 2: May 13th: Everyday Life Paper

Tutorial 3: May 15th: Midterm Review and Study Strategies

Tutorial 4: May 27th: Paper Writing and Developing Ideas

Tutorial 5: June 5th: Peer Review Workshop

Tutorial 6: June 12th: Final Exam Review and Revising Study Strategies

The tutorials are designed as a resource to improve the skills needed to excel in your assessments. Tutorials will also include discussing course content to improve your understanding of materials.

Tutorials will be taught **synchronously** on Zoom from 12:10-1pm after lecture. Each tutorial will feature an activity assessed out of 2%, which will be **due the same day by 1:10pm, submitted in Quercus**. These activities are designed to get you engaged in developing core skills, and will only require the time provided during tutorial to complete.

Midterm Test (20%): scheduled for Thursday, May 22nd.

The Midterm Test has all written questions (no multiple-choice questions), designed to have you directly connect course concepts together and synthesize materials to provide a complete answer. Closer to each test date, information about number of questions, time to complete, etc., will be explained in lecture, tutorial, and in the main Quercus page. The test will be conducted online in Quercus.

Final Exam (40%): schedule TBA

The Final Exam will be scheduled by the university during the final exam period. Question format will be similar to the Midterm Test and will focus on the second half of the class (since the midterm). As with the midterm, information about the format and timing of the Final Exam will be reviewed in lecture, tutorials, and in the main Quercus page. The exam will be conducted online in Quercus.

Everyday Life Paper (25%): due on Tuesday, June 10th.

One of the key learning objectives is to be able to apply sociological theories and concepts to everyday life. In this 3–4-page essay, you are asked to select sociological topics that have significance to you or your community, however you define it, and use your sociological imagination to analyze these topics. More details will be available in class and in tutorial, and the assignment instructions will be posted online in Quercus.

Reading and Lecture Schedule:

Each lecture has required readings from the textbook, except for Lecture 1. You may read the materials either before or after the lecture depending on what works best with your learning style:

Lecture 1 – May 6th – Sociological Inquiry

No Required Reading

Lecture 2 – May 8th – Sociological Perspectives

Chapter 1. An Introduction to Sociology

Tutorial 1: Critical Reading & Evaluation

Lecture 3 – May 13th – Sociological Approaches

Chapter 2. Sociological Research

Tutorial 2: Everyday Life Paper

Lecture 4 – May 15th – Culture

Chapter 3. Culture

Tutorial 3: Midterm Review and Study Strategies

Lecture 5 – May 20th – Socialization

Chapter 5. Socialization

MIDTERM TEST – May 22nd

Lecture 6 – May 27th – Social Stratification

Chapter 9. Social Inequality

Tutorial 4: Paper Writing and Developing Ideas

Lecture 7 – May 29th – Race and Ethnicity

Chapter 11. Race and Ethnicity

Lecture 8 – June 3rd – Gender and Sexuality

Chapter 12. Gender, Sex, and Sexuality

Lecture 9 – June 5th – Deviance, Crime, and Social Control

Chapter 8. Deviance, Crime, and Social Control

Tutorial 5: Peer Review Workshop

Lecture 10 – June 10th – Physical and Mental Health

Chapter 19. The Sociology of the Body: Health and Medicine

Lecture 11 – June 12th – Social Movements and Social Change

Chapter 18. Social Movements and Social Change

Tutorial 6: Final Exam Review and Revising Study Strategies

FINAL EXAM – date TBA, to be set by the university during the final exam period

A note on points of view

The readings, lectures, and my comments in class will inevitably suggest a particular point of view.

This perspective is my own and does not have to be yours! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course.

Please express yourself! A significant part of a university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are considered and discussed.

Classroom Etiquette

Mutual respect is critical for learning and teaching. Please be considerate at all times. This is particularly important for the discussion boards on Quercus. If commenting on someone's post, or replying to a comment, I expect you to reply with respect and consideration – treat this like regular classroom interaction. I encourage you to discuss ideas in detail in the discussion boards, and hope that you will be inspired to discuss more than the minimum outlined in the Peer Contributions assessment. In addition, during tutorial or in office hours — please do not disturb the meeting and be ready and willing to engage in conversation. If your behavior is distracting or disrespectful, you will be asked to leave the session.

Overview of Community Expectations

I am committed to making our classroom, our virtual spaces, our practices, and our interactions as inclusive as possible. I believe that mutual respect, listening carefully and openly, and participating actively and thoughtfully will make our time together productive and engaging. To this end, please give me feedback at any time throughout the course about things that are helping you learn, or

things that aren't helping. And in general, please make sure to communicate with me or the TAs if there are ways that we can improve the course to better support your learning.

Equity and respect

As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course, and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Gender-inclusive language

Respectful classroom etiquette includes using gender-inclusive language. Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender, affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Late Assignments (please read carefully!)

Note that the late penalty is 5% per day for the Everyday Life Paper, including weekend days. **Late assignments will not be accepted via email.** If the reason for missing the assessment deadline is beyond your control, you should (1) get in touch with Professor Stewart **within three business days** to let them know of the delay and make plans for when to submit your assignment, and (2) document your request for reconsideration (please see the "Missed Test" section below for options). Failure to complete both of these steps before submitting a late assignment will result in late penalties. If a personal or family crisis prevents you from meeting the assignment deadline, you should contact your college registrar as soon as possible, and we will comply with their recommended accommodations. In cases with a short turn-around, please reach out to Professor Stewart and we can work together on accommodations until your registrar can be reached.

Missed Test (please read carefully!!)

Students who miss a test will receive a mark of zero for that test unless the reason is a circumstance beyond their control. **Within three days** of missing a test, students must send Professor Stewart a request for consideration. Students must document their request with one of the following:

- Absence declaration via ACORN (only once during the semester)
- 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

If a personal or family crisis prevents you from taking a test, you should contact your college registrar as soon as possible, and we will comply with their recommended accommodations. Students who miss the test for a valid reason and wish to take a make-up test must give the instructor a written request for special consideration which explains why the test was missed, accompanied by proper documentation (see above). A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test, and the mark assigned for the test will be a zero.

Religious or cultural accommodations

Individuals who have religious or cultural observances that coincide with this class should let the instructor know in writing by email **by May 27th**. I strongly encourage you to honour your

religious and cultural holidays! However, if I do not hear from you by May 20, I will assume that you plan to attend class and to submit your assignments on time.

Re-Grading Assignments

We do our best with grading, focusing on being thorough and fair. But grading errors can certainly happen. If it is a mathematical error in adding up the points, you can simply alert the TA. *For substantive appeals:* After **waiting a minimum of 2 days after grades are released**, email the TA a written explanation on why you think your mark should be altered. Your explanation should take into account the comments you received on your test/ assignment, and if applicable, the assignment's objectives or requirements. You should do this **within one week of receiving your assessment mark**. It is helpful if you include examples from your assignment to illustrate the arguments you make in your appeal. You can also, within one week of having received an appeal response from your TA, ask for a further appeal with Professor Stewart. Your email to me should include all correspondence regarding the initial appeal, and a written explanation responding to your TA's comments on the initial appeal. Of course, it is important to note that we will typically regrade the entire assignment, and your mark could certainly go up, but it can also stay the same or even go down. However, we promise to never be unfair or in any way vindictive: mistakes do happen, and we are honestly happy to correct our own.

Academic Integrity

Students are expected to know and adhere to the University's principles of academic integrity. Any act of plagiarism or other unethical behavior will be addressed in accordance with University guidelines. Please see the "Code of Behaviour on Academic Matters" #6 (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) for specific information on academic integrity at the U of T.

You should acquaint yourself with the rules concerning plagiarism and other forms of academic misconduct, including but not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source without quotation marks.
- Obtaining or providing unauthorized assistance on any assignment including (e.g.) working in groups on assignments that are supposed to be individual work
- Letting someone else look at your answers on a test.
- Falsifying or altering any documentation required by the University.

Generative Artificial Intelligence

Students may choose to use generative artificial intelligence tools as they work through the assignments in this course, but **AI-written text may not be used in your submitted product for any assessment, and will not be permitted for taking tests (midterm or final exam) in this course**. Any use of AI **must follow the course community agreement on AI and must be documented in an appendix for any assignment**. The documentation should include a **full transcript of the AI output and note what tool(s) were used, how they were used, and how the results from the AI contributed to the submitted work**. Failure to do so will be considered a matter of academic integrity and will be dealt with accordingly. For security reasons, U of T recommends using AI tools that are supported by the University, such as Copilot. Find more about U of T's approach to using AI here: <https://teaching.utoronto.ca/teaching-uoft-genai/genai-tools/>

Turnitin

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of

detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service is described on the Turnitin.com web site. Students not wishing their assignment to be submitted through Turnitin will not be assessed unless a student instead provides, along with their work, 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.

Mental health and well-being

We know that life is complicated, and university can be stressful. If you or someone you know is feeling overwhelmed, depressed, and in need of support, services are available. For a listing of mental health resources available on and off campus, you can visit:

<https://www.studentlife.utoronto.ca/feeling-distressed>.

Accessibility and Student Accommodations

Students with diverse learning styles and needs are welcome in this course. It is important to recognize that having different learning needs does not make you a lesser student, and we aim to support you as well as we can. If you may require accommodations, or have any accessibility concerns, please visit the Accessibility Services Office (<http://studentlife.utoronto.ca/as>) as soon as possible.

Further resources

I also strongly recommend making use of the many campus resources available for help, especially with coursework, and generally with keeping up with the demands of university life. This includes your **college registrar** in case of any unexpected events or crises, and **Academic Success** (<https://www.studentlife.utoronto.ca/asc>) for help developing strategies for doing well in your courses. **Office hours**, both my own and the TA's, are also an (underutilized!) resource for doing well in courses.

Writing Support

Students are urged to seek assistance from the University of Toronto writing centre should they anticipate problems in this area. The writing centre can be visited on the web at: <http://www.utoronto.ca/writing/centres.html>

Student Contacts

You are responsible for all material presented in class, including announcements. If you are unable to attend class, you should obtain notes from a classmate. Write down the contact information for two of your classmates below in case you need notes.