INTRODUCTION TO SOCIOLOGY I: SOCIOLOGICAL PERSPECTIVES
Summer 2023
University of Toronto, St. George

Instructor: Prof. Christian Caron
Class Time and Location: On Zoom on Tuesdays and Thursdays 10:10am-1pm,
https://utoronto.zoom.us/j/83970135098
Contact Information: christian.caron@utoronto.ca
Office Hours: On Zoom on Wednesdays 10-11am,
https://utoronto.zoom.us/j/82982286590

Teaching Assistants
Cinthya Guzman c.guzman@mail.utoronto.ca office hours: time and link TBA
Shabnoor Nabi s.nabi@mail.utoronto.ca office hours: time and link TBA

Course Description
This course will challenge your views on a wide range of issues that affect us all. It will also excite your interest in a unique sociological way of understanding your world. The course showcases the eclectic nature of the discipline and the contemporary debates that animate it. We will examine what is "Canadian" culture, the role and impact of mass media on our lives, and the patterns of class, gender and racial and ethnic inequality in Canada and internationally. We will also take up the topic of health and mental health, crime and deviance, and politics and social movements to further our understandings of both the discipline of Sociology and the social worlds in which we live our lives. We may like to think of ourselves as perfectly free but powerful social forces open up some opportunities and close off others, constraining our freedom and helping to make us what we are. By examining the operation of these social forces, sociology can help us know ourselves.

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, attending lectures, listening to teaching assistants, but also by students interacting with each other. To foster a cooperative learning environment, this course is organized around a mix of lectures, in-class engagement, and outside-of-class participation. The course will rely heavily on the UofT LMS (Learning Management System) Quercus to facilitate this "study group" atmosphere. The Quercus page for this course will act as the "nervous system" of the course, a place where you will find this syllabus, slides (a partial set will be posted before the lectures and a full set by the next morning), instructions, announcements, grades, and student-generated content on a series of discussion boards. While the Quercus page 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 the Quercus to navigate the course page. Beyond that, 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 SOC100H 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 forum 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, instructions, exams, deadlines, etc. This forum is monitored mainly by Professor Caron, along with the TAs. Every question will be answered by one of us unless a colleague has already provided the answer. In this way, all clarifications are available to everyone in the course.

3) *TAs* – Your teaching assistants will help you all semester as an additional resource for the course. You have access to your TAs through drop-in office hours and by e-mail for more personal matters.

4) *Professor Caron* – as the Course Instructor, Professor Caron is ultimately responsible for every aspect of the course. You are encouraged to seek him out after class or during office hours. 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 48 hours. You will always have someone or somewhere to turn to for assistance, whether monitored online spaces, office hours, lectures, or e-mail with your TA or Professor Caron.

Course Material
Our course textbook is Ravelli, Bruce & Michelle Webber. *Exploring Sociology: A Canadian Perspective*, 5th Edition. (North York: Pearson Canada, 2022). The textbook is an etext available for purchase or subscription through the UofT bookstore. You have two options for purchasing the book and either option is fine:
   (1) You can purchase the text as an ebook that you have access to for 6 months (180 days), which is $53.00. The link for this option is here: https://www.uoftbookstore.com/adoption-search-results?ccid=1410912&itemid=61721
   (2) Or you can purchase it as a downloadable ebook (you receive 2 downloads with this purchase) that you maintain access to permanently, which is $83.00. The link for this option is here: https://www.uoftbookstore.com/adoption-search-results?ccid=1410912&itemid=61722

Evaluation
Peer Contributions **(5%) – (throughout semester)**
Each student has had a rich life full of personal, educational, and work experiences before walking into this course, and is thus well equipped to contribute something worthwhile to their colleagues' learning experience. This component is there to encourage each of you to make these contributions, while giving each student plenty of choices in the manner in which they feel most interested or most comfortable doing so. There are several distinctive ways for each of you to

contribute to your colleagues' experience and accrue these 5%: (1) you can answer your colleagues' questions on your the General Questions about the Course forum, where each question answered will be credited 0.5%; or (2) you can accrue contributions by posting relevant material, clarifications, or reflections on the course content, such as material and insights from other courses you have taken, from what you see in the media, or from your own first-hand experience. Every posts made on the substantive forums (Culture, Mass Media, Gender, Health, etc) that contributes to furthering the understanding of course material for your colleagues, and is no less than 100 words in length, will be credited 0.5% towards this component.

Midterm (25%) – May 30th
The 60min midterm will be held on Quercus during class time between 10:10 and 11:10 on May 30th.

Final Exam (50%) – tba, June exam period
A three-hour cumulative exam drawing on material from the whole course

Two Options for the remaining 20%
Students get to choose whether they want the remaining 20% to come from in-class participation or from a term paper assignment.

Option 1: *In-Class Participation* (20%) – (every class)
Each lecture has participation components worth 2% for each class, for a total of 20% of the final grade.

Option 2: *Term Paper* (20%) – (due June 8th)
The assignment is a 1000 words paper drawing on the course content from the semester and answering the question "What is Sociology?". This is not a summary of the course. But instead, what you would tell a friend/roommate/family member about what is Sociology after taking this Introduction to Sociology course?

Detailed instructions will be shared in lecture and online on Quercus.

Lectures and Readings Schedule
Readings should be completed before lecture. Lectures will not systematically summarize the readings, but instead build and go beyond them.

May 9th: Introduction to Sociology
Chapter 1: Understanding the Sociological Imagination, p1-28

May 11th: Culture
Chapter 5: Culture, p120-143

May 16th: Mass Media
Chapter 8: Media, p201-234 – *this chapter is open source and is available as pdf on Quercus*

May 18th: Political Economy
Chapter 16: Work and the Political Economy, p435-464

May 23rd: Social Class and Inequality
Chapter 5: Social Inequality, p169-198

May 25th: Race, Ethnicity and Immigration
Chapter 10: Race and Racialization, p259-293

May 30th: Midterm

June 1st: Gender and Sexuality
Chapter 8: Gender, p199-228

June 6th: Health and Mental Health
Chapter 15: Health, Aging, and Disabilities, p403-434

June 8th: Deviance, Crime, and the Law
Chapter 14: Crime, Law, and Regulation, p376-402

June 13th: Social Change & Social Movements
Chapter 18: Social Change, Collective Behaviour, and Social Movements, p493-520

June 15th: Conclusion & Review
No new readings

Missed Deadline and/or missed Midterm
Note that the late penalty is 1pt out of 20 per day for the term paper assignment. If a student chooses option 1 and misses a class or two, they will be able to make-up those participation grades by completing alternative micro assignments for those specific missed classes. Those alternative micro assignments will be discussed in lecture and on Quercus. Finally, students who miss the test or are late in submitting an assignment for medical reasons, need to email the instructor (not the TA), and also declare their absence on the system (ACORN). (NOTE: Because of Covid-19, students do NOT need to submit the usual documentation, i.e., medical notes or the Verification of Illness forms). Students who miss the test for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.

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.

Generative Artificial Intelligence

Students are encouraged to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials. **Students may not use artificial intelligence tools for taking tests (midterm or final exam) in this course, but students may use generative AI tools for other assignments, including the term paper.**

While 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.

Students may choose to use generative artificial intelligence tools as they work through the term paper assignment in this course; this use must be documented in an appendix. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work.

Any content produced by an artificial intelligence tool must be cited appropriately. 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/).

Ouriginal
Sometimes, students will be required to submit their assignments and/or exams to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays and/or exams to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its Privacy Policy.

Accessibility and Student Accommodations
Students with diverse learning styles and needs are welcome in this course. If you may require accommodations, please feel free to approach me or contact me and visit the Accessibility Services Office (http://studentlife.utoronto.ca/accessibility) as soon as possible.

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