

SOC100H1F
INTRODUCTION TO SOCIOLOGY I: SOCIOLOGICAL PERSPECTIVES
Summer 2022
University of Toronto, St. George

Instructor: Prof. Christian Caron

Class Time and Location: Tuesdays and Thursdays 10am-1pm, Location: SF 1105 (Sandford Fleming Building)

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Teaching Assistants

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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, PowerPoint slides (a partial set will be posted before the lectures and a full set by the next morning), assignment 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, activities, assignment, 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, scheduled and by appointment office hours, lectures, or e-mail with your TA or Professor Caron.

Course Material

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: https://www.campusebookstore.com/integration/AccessCodes/default.aspx?bookseller_id=96&Course=STG+SOC+100HF+EXPLORING+SOCIOLOGY+5E+eBOOK&frame=YES&t=permalink

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 be one of the volunteer note-takers; (2) you can answer your colleagues’ questions on your the General Questions about the Course forum, where each question answered will be credited 0.5%; (3) 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; (4) you can accrue grades towards this component by completing “special projects” advertised by the instructor in lecture or online; and (5) you can also earn this 5% by suggesting other types of possible contributions to your TAs or the instructor.

In-Class Activities (10%) – (every other class)

There will be six in-class activities for SOC100H this semester, held every other class:

- In-Class Activity #1: May 12th – Into Sociology and Culture
- In-Class Activity #2: May 19th - Media and Political Economy
- In-Class Activity #3: May 26th – Social Inequality and Race/Ethnicity
- In-Class Activity #4: June 2nd – Micro Assignment Instructions
- In-Class Activity #5: June 7th – Gender and Health
- In-Class Activity #6: June 14th – Deviance and Social Movements

The in-class activities are designed as part discussion groups, part Q+A, and part midterm and final exam prep. Each in-class activity assessed out of 2%. If you complete all six in-class activities, then the best five grades out of six will be compiled to produce the total of out of 10%.

Midterm (25%) – May 31st

The 90min midterm will be held during class time between 10:10 and 11:40 on May 31st. In our regular classroom.

Micro Assignment (10%) –due Monday, June 14th

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

Final Exam (50%) – tba, June exam period

A three-hour cumulative exam drawing on material from the whole course

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 10th: Introduction to Sociology

Chapter 1: Understanding the Sociological Imagination, p1-28

May 12th: Culture

Chapter 5: Culture, p120-143

In-Class Activity #1

May 17th: Mass Media

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

May 19th: Political Economy

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

In-Class Activity #2

May 24th: Social Class and Inequality

Chapter 5: Social Inequality, p169-198

May 26th: Race, Ethnicity and Immigration

Chapter 10: Race and Racialization, p259-293

In-Class Activity #3

May 31st: Midterm

June 2nd: Gender and Sexuality

Chapter 8: Gender, p199-228

In-Class Activity #4

June 7th: Health and Mental Health

Chapter 15: Health, Aging, and Disabilities, p403-434

In-Class Activity #5

June 9th: Deviance, Crime, and the Law

Chapter 14: Crime, Law, and Regulation, p376-402

June 14th: Social Change & Social Movements

Chapter 18: Social Change, Collective Behaviour, and Social Movements, p493-520

In-Class Activity #6

Micro Assignment due on June 14th

June 16th: Conclusion & Review

No new readings

Classroom Etiquette

Note that noise can carry easily in classrooms, accordingly, every student has a role to play to make the lecture a conducive environment to learning for three hours every class. You should be mindful of your noise level. Do not distract other students. Keep verbal exchanges with friends and colleagues few and at the level of a murmur.

Missed Deadline and/or missed Midterm

Note that the late penalty is 1pt out of 10 per day for the micro assignment. 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, 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.

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.

Ouriginal

Sometimes, students will be required to submit their assignments 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 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>