



## SOC150H1S – Winter 2023 Intro to Sociology II: Sociological Inquiries

### Class Time & Location:

- This course has two concurrent sections:
  - *In-Person Sections*: Wednesdays from 12:10-2 pm in Convocation Hall (LEC0101 & LEC2001)
  - *Online Section*: Asynchronous recordings of lectures posted Thursday mornings (LEC0201)

**Course Email:** [soc150h1s.a@course.utoronto.ca](mailto:soc150h1s.a@course.utoronto.ca)

### Professors:

Dr. Scott Schieman

Dr. Mitch McIvor

### Course Coordinator:

Cynthia Guzman  
Office hours: TBD

### Administrative TAs:

Sara Hormozinejad  
Office hours: TBD

Soli Dubash

### Teaching Assistants:

#### *In-Person Sections*

HaRyung Kim  
Youngrong Lee  
Kyla Simms  
Zhen Weng  
Rebecca Lennox

#### *Online Sections:*

Bahar Hashemi  
Jennifer Peruniak  
Sol Underwood

### 1. Prerequisites:

The prerequisite for taking this course is SOC100H1. Students without this prerequisite will be removed from the course without notice by the university.

### 2. Course Overview:

In this sequel to SOC100H: Introduction to Sociology, SOC150H explores several core themes in the discipline—but with a focus on research methods. We start with the basic foundations of empirical research and the scientific approach. We then turn to the conceptual foundations and basic elements of research, exploring different designs with examples from published research in scholarly journals. We will focus on many substantive themes including higher education, globalization, the environment, mental health, stress, mortality, and work. There is an emphasis on the substantive aspects of these topics and the research methods used to study them. For several of these topics, we will focus on issues during the period of adolescence and young adulthood—including relationships, dating, sexuality, stress, mental health, and suicide. In these discussions, we will identify personal and social resources that individuals use to cope with stress. You will be introduced to many examples that illustrate different approaches to research, with analyses of data across societies and contexts. You will learn how sociologists address important questions of our time—and the ways this knowledge informs our understanding of the social world. Along the way, it is our sincere hope that you discover new ideas and insights about the social forces that shape the way you think, feel, and act in everyday life.

### 3. Course Objectives:

At the end of the course, students will be able to...

- i. .... demonstrate an understanding of core Sociological approaches and research methods;
- ii. .... apply core Sociological concepts to different contexts and social problems;
- iii. .... understand the basis upon which we can distinguish scientific vs. unscientific claims;
- iv. .... develop the skill of identifying core information, synthesizing it, and applying it;
- v. .... write well-researched papers in a concise, clear, and organized style.

### 4. Readings/Assigned Material:

There are no required textbooks in this course, and we do not require you to purchase any outside materials. There is, however, assigned material that you should review on your own BEFORE each lecture. Links to the assigned material will be provided on Quercus.

### 5. Course Evaluation & Requirements:

| Assessments                        |              |   |
|------------------------------------|--------------|---|
| <i>Item</i>                        | <i>Worth</i> | <i>Due</i>  |
| a. Tutorial Activities/Reflections | 10%          | Associated with each tutorial, see course schedule for tutorial dates.            |
| b. Term Test 1                     | 20%          | Wed, Feb.8 <sup>th</sup>  |
| c. Term Test 2                     | 20%          | Wed, March 22 <sup>nd</sup>   |
| d. Research Reflection Paper       | 20%          | March 1 <sup>st</sup> , March 15 <sup>th</sup> , and/or April 5 <sup>th</sup>     |
| e. Final Exam                      | 30%          | Set by the University between April 11 <sup>th</sup> and April 28 <sup>th</sup> . |
| <b>TOTAL</b>                       | <b>100%</b>  |   |

### **5a. Tutorials Activities/Reflections (2% each, best 5 of 6 grades, 10% of your final grade)**

Each of the six course tutorials (50 minutes per session) will involve discussions and questions related to course materials—primarily the assigned readings for each week. The final 10 minutes of each tutorial will be dedicated to giving you time to complete a tutorial activity/reflection that has you engage directly with the ideas covered in that tutorial. The tutorial activities are worth 2% each, and we use your best 5 of 6 grades, which means you can miss one tutorial without penalty). The activities are graded based on putting in an ‘honest effort’ (i.e. as long as you use the time provided in the tutorials to do the activity, think about your answers, and write a sufficient amount then you will get full points).

You are allowed to miss 1 out of the 6 tutorials/tutorial activities with no penalty since we use your best 5 of 6 grades. If you miss more than one tutorial/tutorial activity for any reason, then the weight of each missed activity is automatically shifted to the final exam. To re-emphasize this, you DO NOT need to inform us when you miss a tutorial/tutorial activity, its weight is automatically shifted to the final.

Please also note that due to classroom/zoom size limitations/capacities as well as the size of the class in general, we cannot allow students to attend a tutorial different from the one they are officially registered in on acorn. Further, you will not be able to get credit for your activity/reflection if you attend a tutorial different than the one you are registered for. If you are unable to make a tutorial for one or more weeks then you will need to seek notes from a classmate."

For more information about tutorials and tutorial activities see the [Tutorial Frequently Asked Questions document](#).

### **5b & 5c. Term Tests (20% each, 40% of your final grade)**

We will have two term tests that will evaluate your mastery of information from the lectures, tutorials, and assigned material. Each of the term tests will be comprised of 40 multiple-choice questions and you will be given 80 minutes to complete each (exactly 2 minutes per question). Term tests are not cumulative: term test 1 covers lectures 1-4 and their associated readings, and term test 2 covers lectures 6-9 and their associated readings. Tutorial content is not directly on the test, but since tutorials explore and provide insight into the course readings (which are on the test), they should nonetheless be considered important.

The term tests will be taken online through Quercus via the Quizzes tab. You are only provided one time to take the term tests, which for the in-person section is Wednesday during class time (12:10-1:30 pm), and for the online section is Wednesday from 7:10-8:30 pm. The tests are open-book but they are timed and that timer cannot be paused. In other words, once you start the test, you must finish it within the allotted time frame.

For more information about the term tests see the [Term Test Frequently Asked Questions document](#).

#### ***5b/c-i. Make-up Tests***

We offer make-up tests ONLY in the following circumstances:

- (1) Due to illness in which case your absence must be declared on Acorn and proof of this declaration provided.

- (2) Due to unexpected extenuating circumstances such as a family or non-illness-related personal emergency in which case you must contact your college registrar and have them email the Professors to confirm the circumstance.
- (3) Due to having another course test within 24 hours of the SOC150 test in which case you must provide the course syllabus of the conflicting test (to confirm their test time) as well as proof of enrollment in that course via an Acorn screenshot.

We will provide a link to a registration form for the make-up immediately after the midterm is completed. You must fill out this form and upload your documents there to be eligible for the makeup. PLEASE NOTE: You do not need to email us to let us know that you will be taking the make-up, the form is all that is required.

Failure to take the make-up for any reason results in the weight of that term test shifting to the Final Exam.

#### **5d. Research Reflection Paper (worth 20% of final grade)**

You are required to write one research reflection paper (3-4 double-spaced pages). Papers are submitted online through Quercus and are checked diligently for plagiarism (plagiarism will, at minimum, result in a grade of 0 on the paper). To help prepare you for the paper we provide a writing guide and an optional tutorial session that discusses the paper.

We offer three times to submit the paper. We do this for two reasons:

- (1) It provides you the opportunity to submit a paper when it is most flexible for your schedule.
- (2) It provides you the opportunity to submit more than one paper to try and improve your grade (however, there is a maximum submission limit of two papers per student). In other words, if you submit a paper to the first or second deadline and are unhappy with your grade, then you can submit a second different/new paper for the third deadline. This gives you the chance to learn from your feedback and improve.

The deadlines for the papers are as follows

| Deadlines:                            | Due Dates:            |
|---------------------------------------|-----------------------|
| Research Reflection Paper Deadline #1 | Wed, March 1 by 5 pm  |
| Research Reflection Paper Deadline #2 | Wed, March 15 by 5 pm |
| Research Reflection Paper Deadline #3 | Wed, April 5 by 5 pm  |

Please Note: We will provide feedback as extensively as possible for papers submitted for the first or second deadline. If you submit your assignment for the last deadline, however, the feedback will be more limited due to the amount of grading and time restrictions that arise at the end of the semester.

For more information about the paper see the [Research Reflection Paper Frequently Asked Questions](#) document.

#### ***5d-i. Paper Extension & Late Paper Policy***

We understand that life can get busy, and we endeavor to respect this fact and provide flexibility by offering EVERYONE a 7-day grace period to submit their essay. In other

words, we will not deduct late penalties from your paper as long as it is received within 7 days of a paper deadline (no need to email, this is automatically applied to everyone). After this 7-day grace period, papers lose 10% (3 of the possible 30 points) per day.

Please be advised though, if you plan to use the 7-day grace period and something happens (you get sick, a personal emergency, etc.), then you will only get a further extension if your circumstance happened BEFORE the 7-day grace period began and if it affects you throughout the grace period. In other words, the grace period should be used as just that (a grace period for if something goes wrong and not a time you plan ahead to write your paper during).

| Deadlines:                            | Due Dates with Grace Period:       |
|---------------------------------------|------------------------------------|
| Research Reflection Paper Deadline #1 | Wed, March 8 <sup>th</sup> by 5pm  |
| Research Reflection Paper Deadline #2 | Wed, March 22 <sup>nd</sup> by 5pm |
| Research Reflection Paper Deadline #3 | Wed, April 12 <sup>th</sup> by 5pm |

### 5e. Final Exam (at least 30% of your final grade)

A cumulative final exam will be held during the final exam period. Please note that the university, not the course Professors, schedule the final exam and we have no control of when the exam is scheduled or when they announce the exam date. As soon as we are provided the date, we will announce it in class and on Quercus.

The final exam is open-book, completed online, and follows the same format and procedures as the term tests.

For more information about the Final Exam see the [Final Exam Frequently Asked Questions](#) document.

## 6. Extra Credit/Flexibility Policy

We endeavored to design this class in a way that respects student diversity and preferences by offering a significant amount of flexibility. We also designed it to offer multiple attempts to do well through the ability to drop or swap out grades, which we hope decreases the stress associated with the course and leaves you feeling like it was fair.

The flexibility and attempts to improve/swap out grades work as follows:

| Assessment          | Policy  |
|---------------------|---|
| Tutorial Activities | <ul style="list-style-type: none"> <li>If you are unable to attend your tutorial for any tutorial week, then the missing grade will automatically be dropped for the first miss or replaced by the final for subsequent absences (this happens automatically, no need to email).</li> <li>The tutorial activities are marked based on an ‘honest effort’ so as long as you attend the tutorial, pay attention during it, and put in an honest effort, then you will do well.</li> </ul> |

|                           |  |
|---------------------------|--|
| Term Tests                | <ul style="list-style-type: none"> <li>• We recognize how stressful it can be when you have multiple tests in a short period of time. We also recognize that such circumstances can also significantly affect performance. For this reason, we offer the ability to write the make-up instead when you have multiple tests in a 24-hour period (see make-up policies above for how to apply for this).</li> <li>• In addition, we also recognize that life circumstances can affect test performance beyond just having more than one test in the same period. For this reason, we offer the ability for the final exam to replace one or both of your term test grades IF the grade on it is higher. For example, if you scored a 70% on Term Test 1 and 73% on Term Test 2 but learned and improved from these experiences and scored 80% on the final exam, then the final would replace both Term Test grades and give you an 80% on both of those as well. This provides you the opportunity to learn and grow and gives you some margin for error on the Term Tests. Please note, if your final exam grade is lower than one or both of your term test grades then the final will NOT replace them. Further, if your final exam grade is higher than one of the term tests but not both, then it will only replace the term test grade that it is higher than. All of this is done automatically based on which grades are higher, <b>you DO NOT need to email to let us know you want this option, it is automatic for everyone.</b></li> </ul> |
| Research Reflection Paper | <ul style="list-style-type: none"> <li>• We offer three different deadlines to submit the paper.</li> <li>• We offer a 7-day grace period to submit a paper for each deadline with no late penalties.</li> <li>• We offer the ability to submit more than one paper to try and learn from your feedback and improve your grade (please note: this does require submitting for the first or second deadline though)</li> </ul>  |

**To succeed in this class** I recommend that you do the following five things:

1. Read and review the assigned reading before each lecture;
2. Attend and pay attention during lectures and tutorials;
3. Study hard for the two term tests by going over the lecture and tutorial content as well as the assigned material and asking any questions you have during TA or Professor office hours;
4. Write a research reflection paper and submit it for deadline #1 or #2 so that you have time to learn from your feedback and re-submit a new paper for deadline 3 if you are unhappy with your grade;
5. If doing 1-4 and still not having success, take advantage of Professor and TA office hours to seek assistance and solicit advice.

**PLEASE BE ADVISED: This course has flexibility and the ability to replace grades built into the course structure. Because of this, there will be no individualized bonus grades or opportunities to improve grades offered. Such individually offered opportunities are not fair to your fellow students. All that to say: YOUR GRADE AT THE END OF THIS COURSE IS YOUR GRADE.**

## 7. Course Policies & Important Information for Students:

### *7-i: Quercus:*

Quercus will be an important resource during this class. Lecture videos and slides will be posted on Quercus as well as the assigned reading links. Finally, the primary means of communication in the course is the announcement function on Quercus. In other words, you need to make sure you check Quercus often and, at least, once per week.

### *7-ii: Lectures & Tutorials:*

You **MUST** review all of the lectures and tutorials to do well in this course. Students are responsible for being aware of what is said in lectures and tutorials (including administrative announcements) as well as for the content presented during lectures and tutorials.

Tutorials run during weeks 2, 4, 6, 7, 9, and 11. **THERE ARE NO TUTORIALS IN THE OTHER WEEKS.**

### *7-ii-b: 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 two 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.

### *7-iii: Academic Dishonesty*

University policy on academic dishonesty must be strictly followed and cheating will not be tolerated. Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. a grade of zero on a test or assignment, loss of credit with a notation on the transcript (notation reads: ‘Grade of F assigned for academic dishonesty’), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. You should familiarize yourself with the University of Toronto’s Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

### *7-iv: Emails*

**PLEASE BE ADVISED:** Email should **NOT** be the primary means through which you have questions answered in the course. If you have questions, you should check the syllabus, the frequently asked questions documents, and the administrative slides in each lecture first. If your question is not covered by these documents, then you should seek to attend Professor and/or TA office hours where you can get an answer immediately. If your question is of a personal or private nature, and/or it is not answered through the above channels then you can email the Professors your question using our course email

([soc150h1s.a@course.utoronto.ca](mailto:soc150h1s.a@course.utoronto.ca)). For emails, please follow the below procedures:

- For security reasons, you **MUST** use your university-associated email.
- Please also follow appropriate etiquette for our professional context—have an appropriate opening (ex: Hi, Good morning) and closing (ex: Thank-you, Sincerely), use proper spelling and grammar, and avoid using acronyms (ex: tyl, fwiw, imo, asap, etc.).
- Emails will typically be answered within 72 business hours (i.e. not including weekends), but the more emails we get the longer it will take (hence why it is important to check the syllabus/slides/FAQ sheets and to try to attend office hours instead if possible).

### ***7-v: Accessibility Accommodations***

If you have a disability or health consideration that may require accommodations, Accessibility Services is your home base for support. It is important to contact the office as soon as possible so that accommodations for your needs are in place before classes start. All information about your disability is confidential and won't be shared with units outside of Accessibility Services without your consent. Accessibility services can be contacted by e-mail ([www.accessibility.utoronto.ca](http://www.accessibility.utoronto.ca)) or alternatively you can reach them by phone at 416-978-8060. If you require accommodation, please forward the instructor your AS letter of Academic Accommodation as soon as possible. If you require accommodation for writing quizzes, tests, or the final assessment you MUST register with Accommodated Testing Services.

### ***7-vi: Illness-Related Accommodations***

Students who miss the test, or are late in submitting an assignment for medical reasons, need to email the instructors using the email [soc150h1s.a@course.utoronto.ca](mailto:soc150h1s.a@course.utoronto.ca) and also declare their absence on the system (ACORN).

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.

### ***7-vii: Free Mental Health and/or Other Support***

UofT's [My Student Support Program](#) (My SSP) provides students with real-time and/or appointment-based confidential, 24-hour support for any school, health, or general life concern at no cost.

### ***7-viii: Other Accommodations***

Your college registrar's office is there to support you in the event of an illness, personal, or family-related emergency, or issue that is hindering your success as a student. If there is an ongoing issue that hinders your studies, please contact your registrar as they will be able to connect you with appropriate resources and supports and can provide documentation to your instructors that will aid in receiving accommodations.

### ***7-ix: 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 website (<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](#).



## 8. Course Schedule:

| Week   | Date               | Topic  | Reading  |
|--|--------------------|--|--|
| 1  | Wed, Jan.11        | Intro to the Course  | Course Syllabus ( <a href="#">available on Quercus</a> )   |
| 2  | Wed. Jan.18        | Curiosity, Science, Knowledge                                  | Human inquiry and Science- Babie ( <a href="#">available on Quercus</a> )  |
| 3  | Wed, Jan.25        | Conceptual Foundations of Research, Communication of Knowledge | "Private Eyes, They See Your Every Move: Workplace Surveillance and Worker Well-Being." Paul Glavin, Alex Bierman, and Scott Schieman ( <a href="#">available on Quercus</a> ) |
| 4  | Wed, Feb.1         | Addiction  | <a href="#">"Gender Differences in Prescription Opioid Misuse Among US Black Adults" by Harvey Nicholson Jr.</a>   |
| 5  | Wed, Feb.8         | Term Test 1  |  |
| 6  | Wed, Feb.15        | Globalization  | TBD  |
|  | <b>Wed, Feb.22</b> | <b>READING WEEK- NO CLASS</b>                                  |  |
| 7  | Wed, March 1       | Surveys & Interviews   | <a href="#">"A Forced Vacation? The Stress of Being Temporarily Laid Off during a Pandemic" – Schieman et al</a>   |
| 8  | Wed, March 8       | Environment- Part I  | TBD  |
| 9  | Wed, March 15      | Experiments  | <a href="#">"Getting a Job: Is There a Motherhood Penalty?" – Correll et al</a>  |
| 10   | Wed, March 22      | Term Test 2  |  |
| 11   | Wed, March 29      | Environment- Part II   | TBD  |
| 12   | Wed, April 5       | Unobtrusive Research   | <a href="#">"Can Honorific Awards Give Us Clues about the Connection between Socioeconomic Status and Mortality?" -Link et al</a>  |
| Final Exam to be scheduled by university between Tues, April 11 <sup>th</sup> and Friday, April 28 <sup>th</sup> |                    |  |  |

*\*Course Schedule also included in Calendar format below....*

## January 2022

| Sun   | Mon                | Tue | Wed   | Thu | Fri | Sat |
|---|--------------------|-----|---|-----|-----|-----|
| 1   | 2                  | 3   | 4   | 5   | 6   | 7   |
| 8<br><b>Week 1</b>                                    | 9<br>Classes Begin | 10  | 11<br>Lecture 1:<br>Intro to Class  | 12  | 13  | 14  |
| 15<br><b>Week 2</b>                                   | 16                 | 17  | 18<br>Lecture 2:<br>Curiosity,<br>Science,<br>Knowledge                       | 19  | 20  | 21  |
| Tutorial #1: Review of Week 2 Reading (Babie)         |                    |     |   |     |     |     |
| 22<br><b>Week 3</b>                                   | 23                 | 24  | 25<br>Lecture 3:<br>Conceptual<br>Foundations &<br>Knowledge<br>Communication | 26  | 27  | 28  |
| 29<br><b>Week 4</b>                                   | 30                 | 31  | 1<br>Lecture 4:<br>Addiction  | 2   | 3   | 4   |
| Tutorial #2: Review of Week 4 Reading (Nicholson Jr.) |                    |     |   |     |     |     |

| February 2022           |     |     |   |     |     |     |
|-------------------------|-----|-----|---|-----|-----|-----|
| Sun                     | Mon | Tue | Wed   | Thu | Fri | Sat |
| 5<br><br><b>Week 5</b>  | 6   | 7   | 8<br><b>TERM TEST 1</b><br><br>In-Person:<br>12:10-1:30pm<br>Online:<br>7:10-8:30pm | 9   | 10  | 11  |
| 12<br><br><b>Week 6</b> | 13  | 14  | 15<br><br>Lecture 5:<br>Globalization   | 16  | 17  | 18  |
|                         |     |     | Tutorial #3: Review of Week 6 Reading (TBD)   |     |     |     |
| 19                      | 20  | 21  | 22  | 23  | 24  | 25  |
|                         |     |     | Reading Week- No Classes  |     |     |     |
| 26<br><br><b>Week 7</b> | 27  | 28  | 1<br><br>Lecture 6:<br>Surveys &<br>Interviews<br><br>First Paper<br>Deadline       | 2   | 3   | 4   |
|                         |     |     | Tutorial #4: Review of Lecture 6 Reading (Schieman et al)                           |     |     |     |

| March 2022   |     |     |  |     |     |     |
|--|-----|-----|--|-----|-----|-----|
| Sun  | Mon | Tue | Wed  | Thu | Fri | Sat |
| 5<br><b>Week 8</b>                                       | 6   | 7   | 8<br>Lecture 7:<br>Environment I   | 9   | 10  | 11  |
| 12<br><b>Week 9</b>                                      | 13  | 14  | 15<br>Lecture 8:<br>Experiments<br><br>Second Paper<br>Deadline                      | 16  | 17  | 18  |
| Tutorial #5: Review of Lecture 8 Reading (Correll et al) |     |     |  |     |     |     |
| 19<br><b>Week 10</b>                                     | 20  | 21  | 22<br><b>TERM TEST 2</b><br><br>In-Person:<br>12:10-1:30pm<br>Online:<br>7:10-8:30pm | 23  | 24  | 25  |
| 26<br><b>Week 11</b>                                     | 27  | 28  | 29<br>Lecture 9:<br>Environment II   | 30  | 31  | 1   |
| Tutorial #6: Review of Lecture 9 Reading (TBD)           |     |     |  |     |     |     |

## April 2022

| Sun  | Mon | Tue | Wed  | Thu                             | Fri  | Sat |
|--|-----|-----|--|---------------------------------|--|-----|
| 2<br><br><b>Week 12</b>  | 3   | 4   | 5<br><br>Lecture 10:<br>Unobtrusive<br>Research<br><br>Third & Final<br>Paper Deadline | 6<br><br>Last day of<br>Classes | 7<br><br>Good Friday<br>(University<br>Closed) | 8   |
| 9  | 10  | 11  | 12   | 13                              | 14   | 15  |
| 16   | 17  | 18  | 19   | 20                              | 21   | 22  |
| <div style="border: 1px solid black; padding: 10px; display: inline-block;"> <p><b>Final Exam to be set by University<br/>between April 11<sup>th</sup> – April 28<sup>th</sup></b></p> </div> |     |     |  |                                 |  |     |
| 23   | 24  | 25  | 26   | 27                              | 28   | 29  |