

University of Toronto | Department of Sociology
Winter 2024
SOC150H1S LEC0201

Sociological Inquiries

Location:
Thursdays: 11:00am-1:00pm

Professor: Cinthya Guzman
Prof email: c.guzman@mail.utoronto.ca
Course Email: SOC150H1S.c@course.utoronto.ca

Course Coordinator: Sara H.

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Statement of Acknowledgement

We acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the Huron Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory. [Council of Aboriginal Initiatives, 2014]

1. Course Overview

In SOC150H: Sociological Inquiries, our primary objective is to provide students with a thorough understanding of sociological research methodologies. We will do this with the continued focus on exploring how sociologists study emotions using various tools and methods of understanding. The course is designed to explore the multifaceted nature of sociological inquiry through both micro and macro theoretical approaches. Students will engage with the entire lifecycle of the research process, from the initial conceptualization of research questions to the practical aspects of data collection and analysis, and finally, to the interpretation of findings, all within the context of emotional dynamics in social settings. The course aims to develop critical thinking skills, enabling students to thoughtfully consider how emotions intersect with various sociological variables and influence societal structures. By the end of this course, students will have a comprehensive understanding of how sociological insights are derived and will be equipped with the foundational skills necessary for conducting and reading sociological research.

2. Learning Objectives

At the end of the course, you will be able to:

1. To provide students with an understanding of sociological research methodologies.
2. To delve into the multifaceted nature of sociological inquiry using both micro and macro theoretical approaches.
3. To equip students with a comprehensive understanding of how sociological insights are derived.
4. To provide foundational skills for conducting and interpreting sociological research.

3. Prerequisites

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

4. Method of Delivery

The class will be delivered in-person on a weekly basis. We will have tutorials 6 times over the course of the term. Please see the registrar timetable for exact dates and times for both the lecture and tutorial sessions. Please note that with the ongoing COVID-19 pandemic, lectures and tutorials may be moved online.

5. Tutorials & Teaching Team

Tutorial Dates:

Tutorial 1: Week of Jan 15

Tutorial 2: Week of Jan 29

Tutorial 3: Week of Feb 5

Tutorial 4: Week of Feb 26

Tutorial 5: Week of Mar 11

Tutorial 6: Week of Mar 25

Tutorials - Students must sign up for a tutorial section on ACORN themselves. Please ensure this is completed before our first tutorial during the week of January 8, 2024. **Please note:** Students enrolled in LEC0201, must enroll in one of TUT1301 to TUT5101.

Lectures and Tutorials: You **MUST** review all 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.

TBD – Since each student has signed up on ACORN for a tutorial, which means that you have your own tutorial TA. Your tutorial TA will help you all semester as an additional resource for the course. You have access to your tutorial TA through six tutorials (see Course Schedule for tutorial details). In most of the weeks without tutorials, we offer online office hours. You have access to and are welcome to attend any of these office hours to seek assistance or ask questions from any of the TAs (see Appendix 1 for a list of office hours) (for more personal matters to be handled by e-mail, you should contact the Course Coordinator, Sara).

TBD - as the Course Coordinator, Sara, does not have their own tutorial students. Instead, they will assist the other TAs in their tasks and be an additional resource for all students in the course. They are the TA to contact if you want to reach out by e-mail with a question or issue you prefer not posting on Quercus or asking your TA in-person. Sara is also responsible for all administrative matters related to grading, tests and exams, submission issues, all grade reviews, special accommodations, missing grades, deadlines, etc. You should feel free to contact them by e-mail if you have any questions or concerns about any of these matters.

Professor Guzman – as the Course Instructor, Professor Guzman is ultimately responsible for every aspect of the course. You are encouraged to seek her 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 email them. E-mails are typically answered within 2 business days (i.e., 2 days not counting Saturday and Sunday).

Emails: 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.c@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: ttyl, fwiw, imo, asap, etc.).
- Emails will typically be answered within 48 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).

6. Course Policies

Make-up Test: We offer a make-up test **ONLY** in the following circumstances:

- (1) Due to illness in which case your absence must be declared on Acorn and email to the professor must be sent on the day of the illness.
- (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.

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.

Late Policy for Final Assignment: 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 paper. In other words, we will not deduct late penalties from your paper if 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 5% per day.

Please be advised, 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 to write your paper during).

Course Page: Quercus will be an important resource during this class. Lecture 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.

Classroom Etiquette: Please note that noise can carry easily in classrooms. Accordingly, every student has a role to play to make sure the lecture is a conducive environment for learning. You should be mindful of your noise level. Do not distract other students. Keep verbal exchanges with friends few and at the level of a murmur.

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. I want to be promptly alerted of any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive for all. 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.

Academic Dishonesty & Generative AI: 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>).

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.

Students not wishing their assignment to be submitted through Ouriginal 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.

7. Accommodations

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 email (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.

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 course email on the day of the illness 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.

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.

8. Student Resources

Free Mental Health and 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.

Technical and Software Requirements: You will need to access PowerPoint (.ppt), Word (.doc, .docx), and Acrobat (.pdf) files for this course. Please note that as university of Toronto students, you have access to the Microsoft Office 365 through your email account. You will also need access to Zoom for office hours.

9. Grading Components

Grading Components	Due Date	Weight
Tutorial Exercises	Bi-Weekly	2 x 6 = 10% (lowest mark dropped)
Midterm Test	Feb 15	30%
Evaluating Sociological Research Methods	Mar 28	30%
Final Exam	Final Assessment period	30%

Tutorial Exercises: 10%

Students will participate in a series of six in-person tutorial exercises, designed to provide a hands-on experience through the various stages of the social science research cycle using a mock research topic. These exercises, constituting 10% of the final grade, are aimed at enhancing practical understanding and application of research concepts, methodologies, and analytical skills. Attendance is mandatory for these sessions, as they are integral to the learning process, fostering collaboration and real-time guidance. Although only the best five exercises will be graded.

Midterm Test: 30%

We will have one term test that will evaluate your mastery of information from the lectures and assigned material. Term test 1 covers lectures 1-5 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.

Evaluating Sociological Research Methods: 30%

This assignment introduces students to the critical evaluation of research methods employed in sociological studies. Students will select a social issue or phenomenon of their interest and locate two existing research articles on that topic. Using the course material, they will then critically evaluate the research methods used in the article, considering their strengths, limitations, and ethical implications. The essay will be 1500 words, double spaced.

Final Exam: 30%

The final exam will evaluate your mastery of information from all lectures and assigned material. Since the test will be cumulative, it will cover lectures 2-12.

9. Course Materials

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.

10. Lectures and Reading Schedule:

Introduction to Sociological Inquiry						
Lecture	Date	Topic	Readings	Assignment/Test	Tutorial	Important Notes
1	11-Jan	Introduction: Human Inquiry & Science	Babie & Edgerton Chap 1		No	
2	18-Jan	Human Inquiry & Science	Babie & Edgerton Chap 1	Tutorial Exercise 1: From an Idea to a Topic	Yes	
3	25-Jan	Paradigms, Theory, and Research	Babie & Edgerton Chap 2		No	
The Structuring of Inquiry						
4	01-Feb	Research Design & Logic of Causation	Babie & Edgerton Chap 4	Tutorial Exercise 2: Finding Sociological Literature	Yes	
5	08-Feb	Conceptualization, Operationalization & Measurement	Babie & Edgerton Chap 5	Tutorial Exercise 3: What Are Your Variables?	Yes	
6	15-Feb	Midterm			No	
22- Feb Reading Week						
8	29-Feb	Experiments	Field Experiments Across the Social Sciences.	Tutorial Exercise 4: Writing Research Questions	Yes	
Modes of Observations						
-	07-Mar	Survey Research	Tracking US Social Change Over a Half-Century: The General Social Survey at Fifty		No	

9	14-Mar	Field Research	_ Ethnography, Data Transparency, and the Information Age	Tutorial Exercise 5: The Value Added	Yes	
10	21-Mar	Qualitative Interviews	Interviews in the social sciences.		No	
11	28-Mar	Mixed Methods	How to Conduct a Mixed Methods Study: Recent Trends in a Rapidly Growing Literature	Tutorial Exercise 6: Debate – What is the best “tool” for the job?	Yes	
The Interpretative Process						
12	04-Apr	The Interpretative Process	Excerpt from <i>The Managed Heart. Commercialization of Human Feeling</i> – Chap 8		No	
Final Exam (40%) to be scheduled by FAS						