



## Sociology 150H1-S Intro to Sociology II: Sociological Inquiries

Class Time: Asynchronous  
Location: Online  
Professor: Mitchell McIvor  
Email: [mitchell.mcivor@utoronto.ca](mailto:mitchell.mcivor@utoronto.ca)  
Office Hours: Thursdays 4:30-5:30pm (link: <https://utoronto.zoom.us/j/83971015717>)  
Fridays 2:30-4pm (link: <https://utoronto.zoom.us/j/89396493421>)

### 1. Prerequisites:

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

### 2. Course Overview:

In the sequel to SOC100H1: Introduction to Sociology I: Sociological Perspectives, this course will explore in more depth the topic of social inequality and contemporary debates that animate sociology. 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. The course is also about skills-building, skills useful not only for success at U of T, but beyond the walls of the university.

### 3. Course Objectives:

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

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

### 4. Course Readings:

There are no required texts in this course and I do not require you to purchase any outside materials. There is, however, assigned material that you should review on your own before each lecture. Assigned material may include scholarly articles, news articles, TED talks, documentaries, and other similar sources that are freely available online. For each lecture, the assigned material is designed to take between 30-60 minutes of your time to review. The material for each week will be provided at the end of lecture the week before.

## 5. Course Evaluation & Requirements:

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

The course is comprised of 4 main assessments that occur during the semester: weekly quizzes on assigned material, a debate research paper, and two term tests on each half of the material (a midterm and an end-of-semester test). There is also a cumulative final exam, which depending on what you choose to do during the semester, can be optional.

None of the four components during the semester are necessarily mandatory in the sense that if you choose not to do one, two, three, or even all of these things, then their weight goes to the cumulative final exam. So your options are the following:

**Option 1:** Do all assigned material quizzes, both term tests, and a debate paper. In this case, you have all 100% needed for a final grade and **DO NOT** have to write the final exam.

**Option 2:** Do **NONE** of the assigned material quizzes, term tests, or the debate paper. In this case, the final exam would be worth 100% of your final grade.

**Option 3-∞:** Anything in-between options 1 and 2. For example....

- You can decide you don't want to do the weekly quizzes or write a debate paper. In this case, the weight of the quizzes (10%) and the weight of the debate paper (30%) would be shifted to the final. You would then be required to write the final and it would be worth 40% of your grade.
- You can decide you don't want to write a debate paper or the end-of-term test because you're busy that week. In this case, the weight of the end-of-term test (30%) and debate paper (30%) would shift to the final, and it would be worth 60% of your final grade.
- You can decide not to do half of the weekly assigned material quizzes (5%), and not to do the midterm (30%). In this case, the final would be worth 35% of your final grade.
- Any other combination you can think of. Essentially, anything you choose not to do during the semester, automatically gets shifted to the final exam.

Finally, in addition to the Final Exam being able to replace an assessment you didn't do during the semester, it can also replace any grade you are unhappy with. In this way, the final exam is also an extra attempt to improve your grade. For example, if you scored a 60% on the midterm and were unhappy with this, then that grade can be dropped for your final exam grade.

If this seems a bit confusing, essentially the rule is this: **The optional cumulative final exam can replace any of the other assessment grades.** Whether that is because you did not do the assessment (like not writing a paper/term test/quiz) or because you are unhappy with an

assessment grade (like scoring a 60% on the paper or a term test/quiz), the final exam can replace it.

**VERY IMPORTANT:** You *DO NOT* have to tell us what option you are going to do or what grades you would like the final to replace. This is a very large class (900 students) so all of this will be done automatically. When we calculate final grades at the end of the semester, we will use the following rules for everyone:

**Rule #1:** Any missing grade from the semester will be replaced by the final exam.

**Rule #2:** Any grade from the semester that is lower than your final exam grade, will be replaced by the final exam grade.

For example: You score a 70% on the Midterm, have an 85% average on the Assigned Material Quizzes, score 80% on the debate paper, and 76% on the end-of-semester test. You choose to write the final to attempt to improve your grade and score 80% on it. In this case, your midterm and end-of-semester test grades would be replaced by the final exam grade (so 70% and 76% become 80%).

More specific information on each type of assessment can be found below:

Assessments		
<i>Item</i>	<i>Worth</i>	<i>Due</i>
a. Assigned Material Quizzes	10%	Due by 11:59pm each Friday in a week where there is lecture.
b. Mid-term Test 1	30%	Take anytime between Feb. 14-18
c. End-of-Term Test 2	30%	Take anytime between April 4-8
d. Debate Research Paper	30%	Depending on topic, due Jan.31, Feb. 7, March 14, and/or March 28.
e. Optional Cumulative Final <i>*replaces any of the above assessments you did not do AND any of the above assessment grades it is higher than.</i>		Date to be set by the University between April 11-29.
<b>TOTAL</b>	<b>100%</b>	

### 5a. Assigned Material Quizzes (1% each, 10% of your final grade)

Associated with all 10 lectures is a ten-question Quercus Quiz that tests your knowledge of the lecture’s assigned material, which is assigned before class. These quizzes are worth 1% each and the score you receive on the quiz is the score you will be given (i.e. if you score 7/10 on a quiz you will receive 0.7/1 on the quiz and so on). The material that you are to review for each lecture will be provided on Quercus as a link to a YouTube Playlist. These quizzes are timed and you are given 10 minutes to complete each one.

### 5b & 5c. Term Tests, i.e Mid-term and End-of-term test (30% of final grade)

We will have two term tests that will evaluate your mastery of information from the lectures and tutorials (assigned material is NOT included in the Term Tests). Tests will be comprised of multiple choice, true-false, and matching questions. Term tests are not cumulative; the Mid-term covers the first half of material and the End-of-Term test covers the second half of material. I provide a practice test for both to help you prepare and do well. The practice tests are in the exact same format as the real tests and cover the same material, they just have different questions. The practice tests should be considered study aids and **NOT** me telling you exactly what is on the test.

The tests will be done online and I will provide specific time periods to take them within. The tests are timed, and that timer cannot be paused. Once you start the test, you must finish it within the allotted time frame. Tests are open-book. It is estimated that the tests will be roughly 60 questions and that you will get 90 minutes to complete each.

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

Make-up tests will only be offered when missing a test period was due to valid extenuating circumstances such as illness, family emergency, or other similar circumstances. Please note: (1) it is your responsibility to contact the course coordinator, Patricia Roach ([patricia.roach@mail.utoronto.ca](mailto:patricia.roach@mail.utoronto.ca)), as soon as possible after missing a test period and no later than 72 hours after the absence unless there are exceptional circumstances.

Make-up tests evaluate the same material/content as the original test, but they will feature new questions. Missing a scheduled make-up test for any reason will result in the weight of the test being shifted to the final

#### **5d. Debate Research Paper (worth 30% of final grade)**

We will have four class debates during tutorials. For any of these debates, you can write a 3-4 page, double-spaced paper that explores the best two arguments for and against the topic being considered. A template, grading rubric, and more detailed assignment instructions are provided on Quercus. We will also dedicate the first tutorial to a writing workshop that goes over how to do the assignment.

You may choose to write your paper on any of the debate topics you wish. Each topic has a different due date, however, and you **MUST** submit your paper with the corresponding topic due date (for example, if you write on the topic of inheritance being fair your paper is due Mon, Feb.7<sup>th</sup> by 11am). The four topics and associated due dates are as follows:

<b>Topic</b>	<b>Due</b>
Should we assist citizens of other countries?	Mon, Jan.31 by 11am
Is inheritance fair?	Mon, Feb.7 by 11am
Has political correctness gone too far?	Mon, March 14 by 11am
Should all drugs be legal?	Mon, March 28 by 11am

We will provide feedback as extensively as possible for any debate assignment submitted for the first, second, or third debate. If you submit your assignment for the last debate, however, the feedback will be more limited due to the amount of grading and time restrictions that arises at the end of the semester.

**OPPORTUNITY FOR RE-SUBMISSION.** If you are unhappy with your debate paper grade and submitted an assignment for debate #1 or 2, then I will allow you to submit a **new** debate paper assignment for debate #3 or 4. For example, if you submit an assignment for Debate 1 and are unhappy with the grade you receive, you can do another assignment for Debate 3, or 4; if you submit an assignment for Debate 2 you can do another assignment for Debate 3 or 4. These re-submission opportunities allow you to learn from the feedback you receive and try to improve your writing and analysis skills. PLEASE BE ADVISED, HOWEVER, THAT IF YOU SUBMIT AN ASSIGNMENT FOR DEBATE 3 OR 4 ONLY, YOU WILL NOT BE GIVEN AN OPPORTUNITY TO IMPROVE UPON THE GRADE OR RE-DO THE ASSIGNMENT.

#### **5d-i. Extension Policy**

It is extremely rare that I will give an extension on a debate assignment. This is because you have been made aware of the due dates since the first class and the assignment instructions, template, and rubric have all been posted since the second week of class. You will have had ample time to work on the assignment, which makes any extenuating circumstance such as an illness right before one of the due dates largely irrelevant. In other words, start your assignment early so that an illness, computer problem, paper shredding dog, or other circumstance does not prevent you from meeting a deadline.

It is also rare to receive an extension for this assignment because there are four opportunities to submit it. Thus, if something comes up which prevents you from meeting one deadline you can simply write an assignment for a subsequent debate. If it is the last debate that you are submitting for, my sympathy for non-illness or emergency extenuating circumstances will be lessened by missing the first 3 opportunities to submit an assignment. Further, in this case you would not receive a 0 and instead would have the paper weight shifted to the final. With all of this being said, however, I am always willing to discuss circumstances with you as they arise, and I always endeavor to ensure students are treated equitably and fair.

#### **5d-ii. Late Assignment Policy**

For the same reasons that I rarely give extensions for this assignment (i.e. you have plenty of time to begin early and 4 opportunities to submit one), I also have strict penalties for late debate assignment submissions. An assignment that is not turned in by the due date **AT 11am** will automatically be assessed a 10% late penalty at 11:05am. It will be assessed an additional 5% for each 24 hour period it is not submitted (i.e. another 5% is docked at 10am each day past the deadline).

#### **5e. Optional/Voluntary Final Exam (worth depends on other assessments missed and other assessments with lower grades)**

I offer the opportunity to do a final exam during the final exam period, which is April 11<sup>th</sup> to 29<sup>th</sup>. The exact date of the final exam will be set by the university and is not within my control. The final exam is cumulative, meaning it covers ALL of the material covered in course lectures and tutorials throughout the semester. Like the Term Tests, the final does not include assigned material and is formatted as multiple-choice, true-false, and matching questions.

The final is optional for anyone who has done all of the semester assessments (i.e. all assigned material quizzes, a debate paper, and both term tests). In this case, if you are happy with your grade then you DO NOT need to take the final exam. However, if you are in any way unhappy with your grade, you can take the final and it can replace any prior grade from the semester that is lower than the final exam score. For example, if your final exam score was 83% and your mid-term score was 78%, then the final exam would replace the midterm; the same would go for your paper, end-of-term test, and assigned material quiz average. ***What happens if you write the final to improve your grade and score lower on the final than the grade(s) you wished to replace?*** If your score on the final is lower than all of your other in-semester grades, it will simply be thrown away and will not replace any of them. In other words, there is no penalty for writing the final and doing worse.

The final exam is **MANDATORY** for anyone who misses/does not do one or more of the in-semester assessments. For example, if you miss or do not do one or more assigned material quizzes, the mid-term test, end-of-term test, or debate paper, then the final exam must be taken to replace what was missed or a 0 will be assigned to the missed assessment or assessments (see page 2 and 3 of this syllabus for more information).

## 6. Extra Credit Policy

Small opportunities for extra credit *may* be offered throughout the semester. These opportunities will be announced in lecture slides and on Quercus as an announcement as they arise. Other than these small bonuses, my extra credit policy is as follows:

Item	Policy
Assigned Material Quizzes	If you miss or are unhappy with one or more of your quiz grades, they can be replaced by the final exam. This will be done automatically (your final exam will replace every Assigned Material Quiz that you missed and/or every assigned material quiz with a lower grade than your final exam grade).
Term Tests	<p>You are responsible for performing well on the tests and are provided a practice test for each. You also get to decide when you write the tests within a week long period, which I offer to provide schedule flexibility and to help you succeed.</p> <p>In addition, if unhappy with one or both test grades, you have the option to write the cumulative final exam, which can replace one or both grades (assuming the final exam grade is higher).</p>
Debate Papers	There are 4 course debates, you may write a debate assignment for any of these debates, which means you have flexibility in when they are due. Further, if you are unhappy with your grade on the assignment and wrote for debate #1 and/or #2, then you can re-submit a new assignment for debate #3 or #4. In other words, if you are worried about doing well on this assignment, you should write and submit for one of the first two debates. This way if you do poorly on the assignment, you have an opportunity to learn from the feedback and try again for one of the last two debates.

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Finally, if you are still unhappy with your grade, your debate paper grade can be replaced by the cumulative final exam (assuming the final exam grade is higher).
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**To succeed in this class** I recommend that you do the following five things:

1. Review the Assigned Material and complete the Assigned Material Quizzes on Quercus for each lecture;
2. DOWNLOAD and go over the lecture & tutorial slides and do your best to pay attention during lecture/tutorial;
3. Study hard for the two term tests by going over the provided slides, taking the practice tests, and asking any questions you have during TA or Professor office hours;
4. Write a debate paper for debate #1 or #2 so that you have time to learn from feedback and re-submit if 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 built in flexibility in what assessments you choose to do, in when the assessments are due (including a full week in which to choose when to write the term tests and 4 options for submitting a debate paper), as well as opportunities to re-submit in the case of debate papers or to replace grades in the case of all assessments with the final exam. Because of this, there will be no individualized bonus grade or opportunities to improve grades offered. Such individually offered opportunities are not fair to your fellow students and in a class of 900 students are not possible to do anyways. All that to say: YOUR GRADE AT THE END OF THIS COURSE IS YOUR GRADE. ONCE FINAL GRADES ARE POSTED, THEY ARE UNCHANGEABLE.<sup>1</sup>**

## **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 on Tuesday of each week (see section 8). Assigned material links will also be posted on Quercus. 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:***

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<sup>1</sup> The one exception here is in the case of deferred final exams where a final exam was missed and

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 lecture (including administrative announcements) as well as for the content presented during lecture.

Tutorials run during weeks 2, 4, 5, 7, 9, and 11. **THERE ARE NO TUTORIALS IN THE OTHER WEEKS.**

### ***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. the 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***

Students are encouraged to email the Professor and TA’s with questions or problems related to the course but please strive to be professional in your emails. When emailing your instructor include “SOC150” and a few word description in the subject line, so your email can be easily prioritized. Emails will typically be answered within 72 business hours. For security reasons, you **MUST** use your university associated email and please follow appropriate etiquette for our 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.).

We have a very large class, which means that we can get bogged down with emails VERY quickly, which is of course not ideal because then it takes us a long time to get you a response. For this reason, we ask for your cooperation and that you follow the below steps when you have a course question:

- (1) Check the Frequently Asked Questions (FAQ) Sheets to see if an answer is already provided. There are FAQ pages that discuss [Tutorials](#), [Term-tests](#), and [General Questions](#).
- (2) Attend Professor McIvor's Office Hours on Thursdays from 4:30-5:30pm or Fridays from 2:30-4pm and ask your question to him directly.
- (3) If your question is not answered by #1 and #2 is not possible, then email your question to the course coordinator Patricia Roach at [patricia.roach@mail.utoronto.ca](mailto:patricia.roach@mail.utoronto.ca).

### ***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 an accommodation please forward the instructor your AS letter of Academic Accommodations as soon as possible. If you require accommodation for writing quizzes, the tests or the final assessment you MUST register with Accommodated Testing Services.

**7-vi: Illness Related Accommodations**

If you require accommodation due to illness you will need to have an original Verification of Student Illness or Injury form completed by a doctor on or before the day of the course activity you require accommodation for (you may find the form at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). All documentation must be received via email or in a sealed envelope addressed to the course instructor. PLEASE NOTE: These procedures are temporarily altered due to COVID, please see the link for current procedures.

**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.

*Course Schedule is included on the next page.....*

**8. Course Schedule:**

January 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8

January 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
9 Week 1	10 Classes Begin Lecture 1: Intro to Class	11	12	13	14	15
16 Week 2	17 Lecture 2: Environment	18	19	20	21	22
Tutorial #1- Writing Workshop						
23 Week 3	24 Lecture 3: Globalization	25	26	27	28	29
30 Week 4	31 Lecture 4: Economic Inequality	1	2	3	4	5
Tutorial #2- Debate 1: Should We Assist Citizens of Other Countries?						

February 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
6 Week 5	7 Lecture 5: Social Mobility	8	9	10	11	12
Tutorial #3- Debate 2: Is Inheritance Fair?						
13 Week 6	14	15	16	17	18	19
TEST # 1						
20 Last day to drop with no academic penalty	21	22	23	24	25	26
Reading Week- No Classes						
27 Week 7	28 Lecture 6: Gender Inequality	1	2	3	4	5
Tutorial #4- Test 1 Review & Discussion						

March 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
6 Week 8	7 Lecture 7: Racial Inequality	8	9	10	11	12
13 Week 9	14 Lecture 8: Health & Mental Health	15	16	17	18	19
Tutorial #5- Debate 3: Has Political Correctness Gone Too Far?						
20 Week 10	21 Lecture 9: Drugs and Addiction	22	23	24	25	26
27 Week 11	28 Lecture 10: Work & Labor Markets	29	30	31	1	2
Tutorial #6- Debate 4: Should All Drugs be Illegal?						

April 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
3 Week 12	4	5	6	7	8 Classes End	9
	<b>TEST # 2</b>					
10	11	12	13	14	15 Good Friday (No Exams)	16
17	18	19	20	21	22	23
	<b>Optional Final Exam to be set by University between April 11<sup>th</sup> – April 29<sup>th</sup></b>					
24	25	26	27	28	29	30