

University of Toronto- St. George Campus
SOCIOLOGY 103H1S- LEC5101
Winter 2017
INTRODUCTION TO SOCIOLOGY: SOCIAL INSTITUTIONS
Tuesdays from 6:00pm-8:00pm
OISE Room G162

Instructor Information

Instructor: Steven Hayle
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Office hours: Tuesdays from 3:00pm to 5:00pm
Blackboard/Course web site: Portal

Teaching Assistant

The Teaching Assistant (TA) is responsible for grading term work and providing written feedback on term work. They are not, however, available through either office hours or email communication.

Course Catalogue Description

This course provides an overview of the study of crime and deviance. We critically examine how scholars have gone about studying crime and deviance (the methods they use and the statistics they employ) as well as the major sociological explanations for crime and deviance. We also consider the empirical evidence as it relates to the validity of these explanations and some of the policy fallout from different theoretical approaches.

Prerequisites and Exclusions

Prerequisite: SOC102H1

Exclusions: SOC101Y

Note: Students with the exclusions will be removed from the course at any time without notice.

Learning Outcomes

My teaching philosophy is reflected by the three main learning goals I have for students in this course: academic discovery; career preparation; and communication mastery.

Discovery

The most basic learning goal that I have for students is to come away at the end of the semester learning something that they did not know before. However, this goes far beyond learning new

terminology, theories or concepts, and memorizing some new statistics. These are important and will play a prominent role in this course. However, my primary aims for students are to a) gain fresh insight and new perspectives on a number of both familiar and und unfamiliar topics, problems and issues; and b) to come away from the course looking at crime/delinquency and criminal justice in a new light (ambitious I know, but certainly achievable).

We will also strive to **engage** the material we read/listen to/watch. Throughout the course, I will endeavor to provide ample opportunity in lectures for students to ask questions, raise concerns, voice criticisms, and engage the material. I will routinely invite participation from students in class (oral and written). Socrates would be the first to say that we learn and discover best through active discussion and dialogue.

Career Preparation

I am a strong believer that an undergraduate university education in sociology should serve as a strong preparation for paid employment both outside and inside academia. This means that the goals of this course are more than simply preparation for upper year sociology courses, graduate training in the social sciences, or careers in research and academia (though these are all wonderful and very rewarding pursuits). This also means that the goals of this course must transcend equipping students with transferrable skills such as critical thinking and written communication. From teaching this course previously, I know that many students aspire to enter professions in policing, social work, law, mental health, teaching, politics, journalism, business, medicine, corrections, and research/academia. As such, I will strive to focus on topics and issues pertinent to these areas throughout the course. In particular, lecture and reading material will focus on the role of police, social workers, scientists, academics, small and large business owners, mental health workers, journalists, and lawyers, and many others, in criminal justice policymaking.

Also, I will expect students to be keeping up with both domestic and international current events on a week-to-week basis. I will also take time in class each week to go over and discuss current events related to the subject matter of this course.

Secondly, I will encourage students to approach this course and the material we cover from the perspective of their career/professional aspirations. This includes class discussions and written reflections. Along with engaging the material with the goal of discovery, it is equally important to engage the material and question how it can be usefully *applied* in practical settings. We will also regularly discuss the professional and policy applications/implications of the concepts and theories we discuss in class.

Finally, bearing in mind that many of you are seeking to enter research professions both within and outside the ivory towers (i.e. professorships, associate researchers, policy analysts, government researchers, and statisticians), a key aim of this course will be to aid in the development of strong analytical skills. Along with the goals and strategies discussed above, this will be accomplished through a strong focus on **rigorous** exposure to sociological theory and research methods.

Communication Mastery

An integral part of professional training is the **mastery** of oral and written communication skills. Clear, confident, and elegant speaking along with flawless writing skills are necessities in today's job market. As such, the perfection of these skills will be key learning goal for this course. In particular, the skills focused on will be free writing (final examination, oral argumentation (in class participation), and academic writing (term paper).

Assigned Readings

Sociology- My Compass for a New World: Fifth Canadian Edition. By Robert Brym, Lance Roberts, Lisa Strohschein, and John Lie (Custom Textbook)

The textbook is available for purchase in the University of Toronto Book Store.

Evaluation Components and Grading Policies

Midterm Test- Tuesday, February 14 from 6:10pm to 8:00pm 2:10pm [30%]

The midterm test will cover material covered in lecture and readings right up to and including the lecture that occurs directly before the midterm. More information will be provided through the course website.

Final Term Paper- Due on Portal on Tuesday March 28 at 11:59pm [30%]

Students will select a social institution in Canada that is covered in the course and critically analyse it drawing on sociological theory and research.

More detailed information will be provided on the course website. **Since April 5 is the final day that course work can be submitted (see 2016 Arts and Science Sessional Dates), late papers CANNOT BE ACCEPTED AFTER THIS DATE, AND WILL RECEIVE A MARK OF ZERO!**

Final Examination- Scheduled by the Registrar's office (3 hours) [40%]

The final examination will be CUMULATIVE and will cover material from BOTH lectures and readings introduced throughout the entire course. Students will be expected to **demonstrate mastery** of course content, themes, theories, and concepts. No aids are permitted other than an English dictionary and/or an English to foreign language translation dictionary, however, information regarding the structure of the exam and style of questions will be provided in class. More information will be available through the course website.

MAKEUP ASSIGNMENTS AND DEADLINE EXTENSION

Documentation from your Physician or College Registrar

If you miss a test or a paper deadline, **do not** contact the instructor or a TA unless you have followed the steps described here. Telling the professor or TA why you missed a deadline or a test will not be considered.

In case of **illness**, you must supply a duly completed **Verification of Student Illness** or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable. **The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or during my office hours.

If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). **The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or during my office hours.

You must submit both forms within three days of the missed test or assignment. You are not entitled to write a make-up test if you wrote the regularly scheduled test. All requests will be screened and students eligible to write a make-up will be informed by e-mail.

ACADEMIC HONESTY

Cheating and misrepresentation will not be tolerated. Students who commit an academic offence will face serious penalties. Prevent plagiarism by ensuring that all work is properly cited. Please see below for a list (not exhaustive) of academic offences. If you require more information, please visit the Code of Behaviours on Academic Matters at <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

“It shall be an offence for a student knowingly: (a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form; (b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work; (c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work; (d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism (for a more detailed account of plagiarism, see Appendix "A") ; (e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere; (f) to submit any academic work containing a purported statement of fact or reference to a

If you cannot submit your paper in class, go to room 225 at 725 Spadina Avenue no later than 4:45 p.m. on the due date, use the date/time stamp on the top page of your paper, put it into the drop box for 100-level courses.

SUBMITTING ASSIGNMENTS TO *Turnitin*

Each assignment **must be submitted twice**:

- (1) as hard copy, at the start of class on the due date;
- (2) online at <http://www.turnitin.com>, by the start of class on the due date.

Assignments not submitted through *Turnitin* will receive a grade of zero (0 %), unless a student instead provides, along with their position paper, 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. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

Go to <http://www.turnitin.com> to submit your paper online. For access, enter the **class ID** and **enrolment password** (you will receive these before your first position paper is due). Students agree that by taking this course all required papers may be subject to submission for textual similarity review to *Turnitin.com* for the detection of plagiarism. All submitted papers will be included as source documents in the *Turnitin.com* reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the *Turnitin.com* service are described on the *Turnitin.com* web site.

ACCESSIBILITY

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Class Format

This class will be taught using a traditional lecture format. Each class will begin with housekeeping topics, such as discussing assignments, the class schedule, office hours, etc. I will then provide a lecture that **builds** on the week's assigned readings. While I will integrate material from the assigned readings into the lecture, please note that there often will **not** be a considerable amount of overlap between lecture material and reading content. Sometimes, for example, the readings will provide background information for the lecture that I will be giving. Alternatively, a lecture that I give might provide an *alternative, updated, or even opposing* perspective to what is found in that week's readings. Thus, in order to succeed in the course, it will be **essential** to attend **all** lectures **and** keep up with **all** assigned readings. While the class will be taught using a lecture format, the floor will always be open to questions, discussion, and debate, permitted there is enough time. I will endeavor to adhere to the course schedule below, however, please be advised that we may, at any time, move ahead or fall behind in the schedule. The order of lectures might change, and lecture topics and/or assigned readings might change, be added or eliminated. With that said, however, if there are any changes to the assigned readings, you will be provided with at least a week's notice, and the reading (like all others) will be provided on black board.

Tentative Course Schedule

Please note that the lecture topics and readings are subject to change at any time throughout the semester. Advanced notice will be provided and changes will be reflected assignment and examination expectations. Any additional or changed readings will be provided to students on black board.

Lecture One (January 10) - Welcome to Sociology!

ASSIGNED READINGS: None

Lecture Two (January 17) – Sociological Research Methods

ASSIGNED READINGS: How Sociologists Do Research

Lecture Three (January 24) – The Media

ASSIGNED READING: “Mass Media and Mass Communication”

Lecture Four (January 31) – The Economy

ASSIGNED READING: “Work and the Economy”

Lecture Five (February 7) - Politics

ASSIGNED READING: “Politics”

Midterm Test -February 14

Reading Week- February 21

Classes Cancelled

Lecture Seven (February 28) - Healthcare

ASSIGNED READINGS: “Healthcare and Medicine”

Lecture Eight (March 7) - Religion

ASSIGNED READINGS: “Religion”

Lecture Nine (March 14) - Education

ASSIGNED READING: "Education"

Lecture Ten (March 21)- The Family

ASSIGNED READING: "Families"

Lecture Eleven (March 28)- Criminal Law

ASSIGNED READING: None

Lecture Twelve (April 4) – The Criminal Justice System

ASSIGNED READING: None