Instructor: Prof. Lance Stewart
Class Time and Location: Asynchronous Lectures recorded and posted on Quercus, uploaded every Wednesday by 1pm.
Tutorial Time and Location: Synchronous Tutorials held in BB Collaborate on Quercus.
Contact Information: lance.stewart@mail.utoronto.ca
Instructor Office Hours: Wednesdays, 3:30-5:30pm via Zoom.
Teaching Assistant Office Hours: TBA

Course Coordinator: Office Hours TBA
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Course Description
As a sequel to SOC100H: Introduction to Sociology, SOC150H continues with a more in-depth exploration of themes central to the discipline of sociology. This starts with furthering our understanding of what it means to think sociologically, and then diving into how to conduct sociological research by examining the nature, role, and relationship between sociological theory and methods. We will look at how sociologists go about doing the work of describing, analyzing, and understanding the social world in which we live. We will do so by taking our understanding of how to think and research sociologically, and applying this approach to fewer concepts, phenomenon, and issues than in SOC100H. This focused application of sociological inquiry allows for a greater engagement and deeper understanding of topics such poverty, housing, race, gender, and social control. These topics will be brought to life through exposure to ground-breaking pieces of work by contemporary sociologists active in the field today.

Course Objectives

- You will gain a greater familiarity of the fundamentals of sociological theory and methods, learning how they are used in understanding our social world.
- You will deepen your understanding of fundamental topics in sociological inquiry, applying the tools of theory and research methods to develop your own critical inquiry into today's pressing societal issues.

Course Format
This course will be taught online **asynchronously**, meaning that lectures and tutorials will be recorded in advance and can be watched any time online through the Quercus page for SOC150H. This is to help accommodate your schedule outside of being a student, and aide you in managing your time during the COVID-19 pandemic restrictions. **Lectures will be uploaded every Wednesday by 1pm** (see lecture schedule below) and will be available on Quercus throughout the course of the term when uploaded.

Prerequisite
The prerequisite to take SOC150H is one of SOC100H or SOC102H or SOC103H. Students without the prerequisite will be removed at any time discovered and without notice.

Exclusion
SOC101Y1, SOC102H1+SOC103H1, SOC200H1, SOC200Y1, SOCB05H3, SOC221H5, SOC200Y5

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 and listening to lectures, but also by students interacting with each other. To foster a cooperative learning environment, this course is organized around a mix of lectures and online participation in discussion boards. The course will rely heavily on Quercus (the UofT Learning Management System) to facilitate this "study group" atmosphere. The Quercus page for this course will act as the central hub of the course, where you will find this syllabus, PowerPoint slides and recorded lectures (uploaded at 1pm Wednesdays), tutorials via BB Collaborate, assignment instructions, announcements, grades, and student-generated content on a series of discussion boards.

While the discussion boards 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 Quercus to navigate the course page. Beyond using Quercus to pose and answer questions for each other, 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 SOC150H 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 discussion thread 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 is your main resource for any question you have about the course, including clarification on the course materials covered in lecture and in the readings. Every question will be answered by the end of the week by one of us unless a fellow student has already provided the answer (see "Peer Contributions" below). In this way, all clarifications are available to everyone in the course to benefit from.

3. **Course Coordinator** – The course coordinator is a specialized Teaching Assistant who helps you with resources related to assignments, tests, Quercus, and any other organizational details of the course. Sol will be your resource to communicate needs related to Accessibility Services, extensions related to course assessments, and any clarifications regarding Quercus. If you have any questions about assignments and tests, Quercus submissions and information, please email Sol directly (see the list above for Sol's email).

4. **TAs** – (see list on first page with e-mails) Each student has signed up on ACORN for a tutorial, which means that you have your own TA. Your Teaching Assistant will help you all semester as your resource for help with the course materials. You have access to your TAs through tutorials, drop-in office hours (TBA), and by e-mail. If you have any questions about course materials covered in class, it is best to talk to your TA in person during tutorials or office hours, but you can also email your tutorial TA directly.

5. **Professor Stewart** – as the Course Instructor, Professor Stewart is ultimately responsible for every aspect of the course. You are encouraged to attend his online office hours with help clarifying questions about the course materials. It is important to email the Course Coordinator (Sol) or your tutorial TA if you have any questions about course materials and assessment. If you have any personal concerns or anything you might want to discuss privately, feel free to e-mail Professor Stewart directly. 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, or by e-mail with Professor Stewart.

Email

For any questions about the course materials, format of the course, assignment and test details, Quercus submissions, or Accessibility Services resources, please **first post your question on the General Questions discussion thread on Quercus**. This helps everyone benefit from the answer in case others have the same questions. If you have any questions about how your assessments were graded, you can email the TA who graded you and request a clarification (please see instructions below in the "Re-Grading Assignments" section). When emailing, please use your utoronto.ca address. Please also include "SOC150" and a brief description in the subject line, so your email can be easily prioritized. Emails will typically be answered within 48 hours, during the workweek (i.e. Monday through Friday, between 9am-5pm), which does not include evenings and weekends. Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions, students should attend office hours.

Course Materials

Material for this course comes in two forms:

1) PDFs of chapters and articles made available for free on the Quercus course page, and
2) Matthew Desmond's 2016 Evicted: Poverty and Profit in the American City, available at the UofT bookstore for $15-20, and through any major online bookstore. Considering pandemic restrictions, you can also purchase a digital copy through major online distributors. Students are expected to have completed set readings every second lecture week.

Course Assessments:
As we continue to develop new ways of learning in an online environment, I have designed a few assessments that will help you engage with the course material remotely throughout the term. Learning online, without the motivating push of the campus environment, can easily lead anyone to fall behind in studying. To motivate you to engage with the material consistently throughout the term, I have designed **Peer Contributions**, **Tutorial Activities**, and **Activity Prompts** that will be due throughout term. They are designed to be done at your choosing, providing you with choice on how and when to do course work. Though this may look like a lot of work, it promotes consistent learning of the lectures and readings that will be highly beneficial with routine weekly work. These assessments can be **done on your schedule and at your discretion**, giving you an element of choice for your engagement while also having due dates to structure your time.

Assessment Breakdown: Online Course - Paper Stream		
Type	**Description**	**Weight**
Peer Contributions	**5 posts** to discussion boards related to the lectures and course readings (pdf and Evicted readings): **1% each**	5%
Tutorial Activities	**5 Tutorial Activities** designed to help you with course skills and assignment workshops: **2% each**	10%
Activity Prompts	**2 submissions** based on activities provided every lecture. 2 pages double spaced, due 1 week after release: **10% each**	20%
Final Evicted Assignment	A 1500-word paper based on evaluating the Evicted book in relation to themes learned in the course	25%
Final Take-Home Test	A series of multiple-choice questions, based on the material covered since the beginning of the course (**cumulative test**), **timed** with **24-hour window** to complete the test.	40%
Please see the description below for full information about the assessments		

Peer Contributions (5%; 1% per post) – (throughout semester, due April 5th)
Each of you are coming to this class with a rich life, full of personal, educational, and work experiences, and are thus well equipped to contribute something worthwhile to your colleagues' learning experience. This component is here to encourage each of you to make contributions to discussions about the course material, while giving you the choice to do so in a way that works for your schedule. There will be between **2-3 discussion threads per week** where you can post your contributions, for a total of 25 opportunities to contribute your thoughts on the course materials. But there are some **rules/guidelines** for your submissions to ensure you get full participation marks in the discussion threads:

1. You can answer your colleagues' questions on the course materials, where each question answered will be credited 1 post. Answers must be **detailed and complete** (no 1-sentence answers). Posing a question will not count as a post, but is highly encouraged.
2. You can accrue contributions by posting relevant material, clarifications, or reflections on the course content, such as material and insights from other sociology courses you have taken, from what you see in the media, or from your own first-hand experience. Every post made on the substantive forums must be **no less than 100 words in length** that contributes to further understanding of the course materials.
3. You can use **no more than 1 individual contribution per discussion thread** for your final Peer Contributions mark. This is to ensure that you can contribute to many threads throughout the term. It would be great to see you answer many questions and post

additional ideas in any thread, as it contributes to the collective learning environment. But only 1 post per thread can count towards your 5 peer contributions total.

4. All posts must be documented in the **Peer Contribution submission form** found on Quercus, where you will document the date and submission. This form will be due to be **submitted on Quercus by Monday April 5th by 11:59pm.** Discussion boards will be closed after April 2nd, so you must get your posts up by the 2nd.

Tutorial Activities (10%) – (day and time based on your ACORN registration)
There will be five tutorials for SOC150H this semester, held in the following weeks:
Tutorial 1: January 18th – 22nd: Critical Reading & Activity Prompts
Tutorial 2: February 1st – 5th: Evicted Reading & Assignment
Tutorial 3: February 22nd – 26th: Assignment Discussion & Writing Tips
Tutorial 4: March 8th – 12th: Written Assignment Workshop
Tutorial 5: March 22nd – 26th: Final Assignment Guide & Editing Tips

The tutorials are designed as a resource to improve skills needed for your activity prompts, final paper, and final test. Tutorials will also include discussing course content, to improve your understanding of materials. Tutorials will be taught **synchronously** on Quercus in BB Collaborate based on your ACORN registration. Each tutorial will feature an activity assessed out of 2%, which will be **due within two hours after the tutorial is complete**. These activities are designed to get you engaged with developing course skills, and will not require much time to complete as they are designed to be accomplished either during tutorial or within an hour from the tutorial. **You must attend only the tutorial you are registered in to get participation marks**.

Activity Prompts (20%; 10% per paper) – (new prompt available every lecture day)
Along with the lecture recording and slides, there will be an activity prompt available for you to choose to write a 2-page (double-spaced) paper. These prompts will be applications of course ideas to current events, or activities running through some of the tools and skills reviewed in class. There will also be activity prompts related to **workshopping your final paper,** providing you with an opportunity to work on paper ideas. You will be able to choose any 2 of the activity prompts throughout the term, **though you must submit your first prompt by February 17th**. Each prompt will be **due within 1 week of its release date on the day of the lecture,** meaning that each prompt is due within 1 week of its release **but you must choose from one of the first 5 lectures for your first prompt.** It is up to you which activity prompts you choose to write about, though it is in your best interest to choose earlier prompts as the final assignment and test are due at the end of term.

Written Assignment (25%) – April 2nd
Digital copy due Friday April 2nd by 11:59pm on Quercus. Detailed instructions will be shared in lecture, in tutorial, and online on Quercus.

Final Assessment (40%) – TBA, scheduled during the final assessment period
The final assessment will be available in the Quizzes section of the Quercus site, held in April after the end of classes. The date and time of the final assessment will be decided by the Faculty of Arts & Science and will be announced in February or March. You can take the final assessment only at the designated time, and details about the test will be shared in lecture, in tutorial, and on Quercus in advance of the test.

Reading and Lecture Schedule:
Each lecture has required readings, though you may read the materials either before or after the lecture depending on what works best with your learning style. The Evicted book readings are a suggested schedule to keep up class progression and not fall behind:

Lecture 1 – January 13th – Sociological Inquiries
Sociological Inquiries - available as pdf on Quercus

Lecture 2 – January 20th – Sociological Theory
Sociological Theory - available as pdf on Quercus
Evicted – Prologue: Cold City

Lecture 3 – January 27th – Sociological Research
Sociological Research - available as pdf or link on Quercus

Lecture 4 – February 3rd – Sociological Methods I: Quantitative
Sense and Nonsense – available as pdf on Quercus
Finish Evicted's Part One: Rent

Lecture 5 – February 10th – Sociological Methods II: Qualitative
In Their Own Words – available as pdf on Quercus
How To Do Ethnography Right – available as pdf on Quercus

** READING WEEK ** February 15th – 19th
FIRST ACTIVITY PROMPT MUST BE SUBMITTED

Lecture 6 – February 24th – Structure and Agency
Neoliberalism – available as pdf on Quercus
Social Institutions – available as pdf on Quercus
Finish Evicted's Part Two: Out

Lecture 7 – March 3rd – Social Class
Rethinking American Poverty – available as pdf on Quercus
Inequality and the Growth of Bad Jobs – available as pdf on Quercus

Lecture 8 – March 10th – Race
Racial Formation In the United States – available as pdf on Quercus
Race As Class – available as pdf on Quercus
Finish Evicted's Part Three: After

Lecture 9 – March 17th – Gender
Barbie Girls vs Sea Monsters: Children Constructing Gender – available as pdf on Quercus

Lecture 10 – March 24th - Social Control
From the Panopticon to Disney World – available as pdf on Quercus
The Docile Body in School Space – available as pdf on Quercus
Finish Evicted – Epilogue

Lecture 11 – March 31st – Conclusion/Review
Finish Evicted – About This Project

A note on points of view
The readings, lectures, and my comments in class will inevitably suggest a particular point of view. This perspective is my own and does not have to be yours! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. Please express yourself! A significant part of a university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are considered and discussed.

Classroom Etiquette
Mutual respect is critical for learning and teaching. Please be considerate at all times. This is particularly important for the discussion boards on Quercus. If commenting on someone's post, or replying to a comment, I expect you to reply with respect and consideration – treat this like regular classroom interaction. I encourage you to discuss ideas in detail in the discussion boards, and hope that you will be inspired to discuss more than the minimum outlined in the Peer Contributions assessment. In addition, during tutorial or in office hours — please do not disturb the meeting and be ready and willing to engage in conversation. If your behavior is distracting or disrespectful, you will be asked to leave the session.

Overview of Community Expectations
I am committed to making our classroom, our virtual spaces, our practices, and our interactions as inclusive as possible. I believe that mutual respect, listening carefully and openly, and participating actively and thoughtfully will make our time together productive and engaging. To this end, please give me feedback at any time throughout the course about things that are helping you learn, or things that aren't helping. And in general, please make sure to communicate with me or the TAs if there are ways that we can improve the course to better support your learning.

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, and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. 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.

Missed Deadline and/or missed Final Assessment
Note that the late penalty is 5% per day for the activity prompts and written assignment, including weekend days. **Late assignments will not be accepted via email.** In case of illness for the assessment deadlines or final test, you should get declare your absence on ACORN and email the instructor directly (NOT the TA), **within three business days** in order to advise of the reason for the delay and make plans for when to submit your assignment. Failure to complete both of these steps before submitting a late assignment will result in late penalties. If a personal or family crisis prevents you from meeting the assignment deadline or causes you to miss the final test, you should

contact your college registrar as soon as possible, and have your registrar email the instructor directly; we will comply with their recommended accommodations.

Religious or cultural accommodations
Individuals who have religious or cultural observances that coincide with this class should let the instructor know in writing by email **by January 27th**. I strongly encourage you to honour your religious and cultural holidays! However, if I do not hear from you by January 27, I will assume that you plan to attend class and to submit your assignments on time.

Tests and Exams
The Final Assessment will be scheduled during the final assessment period, and will be released in the morning, providing you with 24 hours to complete the test. The answers will be uploaded to Quercus within the 24-hour window in order to accommodate your schedule and for students submitting from different time zones. **The submission portal for the final test will close after the 24-hour period, with no late submissions accepted**. Students who miss the final test will be assigned a grade of 0. However, if a personal or family crisis prevents you from meeting the assignment deadline or causes you to miss the final test, you should contact your college registrar as soon as possible, and we will comply with their recommended accommodations.

Re-Grading Assignments
We do our best with grading, focusing on being thorough and fair. But grading errors can certainly happen. If it is a mathematical error in adding up the points, you can simply alert the TA. *For substantive appeals*: After **waiting a minimum of 2 days after grades are released,** email the TA a written explanation on why you think your mark should be altered. Your explanation should take into account the comments you received on your test/ assignment, and if applicable, the assignment's objectives or requirements. You should do this **within one week of receiving your assessment mark**. It is helpful if you include examples from your assignment to illustrate the arguments you make in your appeal. You can also, within one week of having received an appeal response from your TA, ask for a further appeal with the course instructor. Your email to me should include all correspondence regarding the initial appeal, and a written explanation responding to your TA's comments on the initial appeal. Of course, it is important to note that we will typically regrade the entire assignment, and your mark could certainly go up, but it can also stay the same or even go down. However, we promise to never be unfair or in any way vindictive: mistakes do happen, and we are honestly happy to correct our own.

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.
You should acquaint yourself with the rules concerning plagiarism and other forms of academic misconduct, including but not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source without quotation marks.
- Obtaining or providing unauthorized assistance on any assignment including (e.g.) working in groups on assignments that are supposed to be individual work
- Letting someone else look at your answers on a test.

- Falsifying or altering any documentation required by the University.

Turnitin.com
Normally, students will be required to submit their course written assignments to Turnitin.com for 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 Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. **Work submitted on Quercus will be automatically scanned by Turnitin.com; you do not require a course code or password to do so.** The terms that apply to the University's use of the Turnitin.com service are described at http://www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/conditions-use.htm 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.

Mental health and well-being
We know that life is complicated, and university can be stressful. If you or someone you know is feeling overwhelmed, depressed, and in need of support, services are available. For a listing of mental health resources available on and off campus, you can visit:
https://www.studentlife.utoronto.ca/feeling-distressed.

Accessibility and Student Accommodations
Students with diverse learning styles and needs are welcome in this course. It is important to recognize that having different learning needs does not make you a lesser student, and we aim to support you as well as we can. If you may require accommodations, please contact professor Stewart to let them know about the resources and accommodations you need. Also, please feel free to contact professor Stewart to talk about visiting the Accessibility Services Office (http://studentlife.utoronto.ca/accessibility) as soon as possible.

Further resources
I also strongly recommend making use of the many campus resources available for help, especially with coursework, and generally with keeping up with the demands of university life. This includes your **college registrar** in case of any unexpected events or crises, and **Academic Success** (https://www.studentlife.utoronto.ca/asc) for help developing strategies for doing well in your courses. **Office hours**, both my own and the TA's, are also an (underutilized!) resource for doing well in courses.

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