SOC150H1S – LEC0101
Summer 2024
Introduction to Sociology II: Sociological Inquiries
Delivery: Online Synchronous (via Zoom)
Time: Tuesdays and Thursdays 2:10 pm – 5:00 pm

Instructor: James Lannigan
Office Hours: Tuesdays and Thursdays 1 pm - 2 pm or by appointment
Office Location: Zoom
Web Page: https://q.utoronto.ca/
Email: james.lannigan@mail.utoronto.ca
TAs: Ikee Gibson (ikee.gibson@utoronto.ca)
Andy Holmes (andy.holmes@mail.utoronto.ca)
Tutorials: 4:10 pm – 5:00 pm

Course Description
In this sequel to SOC100H: Introduction to Sociology, SOC150H continues to explore a series of themes central to the discipline of sociology, but does so in more depth. This starts with an examination of the nature, role, and relationship between sociological theory and sociological research. We will look at how sociologists go about doing the work of describing, understanding, and changing the social world in which we live. We will do so by narrowing our focus on fewer concepts, phenomenon, and issues than in SOC100H to allow for a greater engagement and deeper understanding of topics such as stress, culture, housing, race, gender, social control, and social change. These topics will be brought to life through exposure to ground-breaking pieces of work by contemporary sociologists active in the field today

PREREQUISITE: SOC100H1. Students without this prerequisite will be removed at any time discovered and without notice.

Course Goals
After completing this course, students should be able to:
- Read and understand an academic sociological article
- Critically evaluate the use of research designs to answer sociological questions
- Comprehensively engage with scholarly writings

Requirements and Grading

Reading comprehension quizzes		**30%**
Lecture 9		(10%)
Lecture 10		(10%)
Lecture 11		(10%)
Tutorial attendance and participation		**10%**
Mid-term test	**(July 23)**	**20%**
Final exam	**TBD**	**40%**

Required Readings
All readings will be made available through Quercus. They are a combination of articles and book chapters.

Lecture	Date	Topic	Assignments due/important tasks	Readings	Tutorials
1	July 2	Introduction No assigned readings	Obtain the course readings, familiarize yourself with the course page on Quercus	Course syllabus	No tutorial
2	July 4	Intro to sociological research design:		Bulmer, Martin. 1984. "Introduction Problems, Theories and Methods in Sociology – (How) Do They Interrelate?." Pp. 1-33 In *Sociological Research Methods: An Introduction*. Routledge.	Intro to tutorials
3	July 9	The role of theory 1: Macro-Approaches		Mann, Michael. 1994. "In Praise of Macro-Sociology: A Reply to Goldthorpe." *The British Journal of Sociology* 45(1): 37-54.	Tutorial on macro sociology
4	July 11	Positivism		Gartrell, C. David, and John W. Gartrell. 1996. "Positivism in Sociological Practice: 1967-1990." *The Canadian Review of Sociology and Anthropology*. 33(2):143-158.	Tutorial on positivist approaches to sociological issues
5	July 16	The role of theory 2: Micro-Approaches		Collins, Randall. 2018. "What has micro-sociology accomplished?" Pp. 243-261 in *Ritual, Emotion, Violence*. Routledge.	Tutorial on micro sociology
6	July 18	Interpretivism		Schwandt, Thomas A. 1998. "Constructivist, Interpretivist Approaches to Human Inquiry." Pp. 221-259 in *The Landscape of Qualitative Research: Theories and Issues*. Sage Publications.	Tutorial on interpretivist approaches to sociological issues
7	July 23	Mid-term during class time	Complete mid-term (20%)	No readings	No tutorial
8	July 25	Reading sociological academic articles		Roberts, Judith C., and Keith A. Roberts. 2008. "Deep Reading, Cost/Benefit, and the Construction of Meaning: Enhancing Reading Comprehension and Deep Learning in Sociology Courses." *Teaching Sociology* 36:125-140.	Academic article comprehension exercise
9	Jul 30	Sociological inquiries into: Work and Stress	Reading comprehension quiz 1 (10%)	Abbott, Andrew. 1990. "Positivism and Interpretation in Sociology: Lessons for Sociologists from the History of Stress Research." *Sociological Forum* 5(3):435-458.	Article deep dive #1

				Schieman, Scott, Melissa A. Milkie, and Paul Glavin. 2009. "When Work Interferes with Life: Work-Nonwork Interference and the Influence of Work-Related Demands and Resources." *American Sociological Review* 74:965-988.	
10	Aug 1	Sociological inquiries into: Culture	Reading comprehension quiz 2 (10%)	Pugh, Allison J. 2013. "What good are interviews for thinking about culture? Demystifying interpretive analysis." *American Journal of Cultural Sociology* 1(1):42-68. Vaisey, Stephen. 2009. "Motivation and Justification: A Dual-Process Model of Culture in Action." *American Journal of Sociology* 114(6):1675-1715.	Article deep dive #2
11	Aug 6	Sociological inquiries into: Race	Reading comprehension quiz 3 (10%)	Maghbouleh, Neda. 2020. "From White to What? MENA and Iranian American Non-White Reflected Race." *Ethnic and Racial Studies* 43(4): 613-631. Patton, Lori D., and Stephanie Bondi. 2015. "Nice White Men or Social Justice Allies? Using Critical Race Theory to Examine How White Male Faculty and Administrators Engage in Ally Work." *Race Ethnicity and Education* 18(4):488-514.	Article deep dive #3
12	Aug 8	Review for final exam	Come to class prepared with questions	No assigned readings	No tutorial

Course Policies

Attendance and Preparation
Attendance is mandatory. Students are responsible for all material presented in class. Students who are unable to attend class on a given day are responsible for obtaining notes on all material covered, including lecture material and course announcements. In addition, students are expected to complete all assigned readings in advance of the class period for which they are assigned. Tutorial attendance is also required and will be conducted regularly from 4:10 pm – 5:00 pm on the scheduled dates above.

Course Website
The course website on Quercus is available at https://q.utoronto.ca/. The site will contain the course syllabus, all handouts, links of interest and course announcements. Students are responsible for the content of all course materials.

Email
When contacting your professor or TAs, use your utoronto.ca address only. 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 72 hours, during the workweek (i.e. Monday through Friday, between 9am-6pm). Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions, students should attend office hours with the appropriate TA or the professor.

Office Hours
The course instructor has drop-in office hours on Tuesdays and Thursdays from 1 pm - 2 pm online via Zoom or by appointment.

Late Assignments
Unless otherwise specified, all assignments must be submitted on Quercus **before the beginning of class (i.e., by 2:10pm)** on the due date provided. Since the reading comprehension quizzes are 10% each and we will discuss the contents of that reading during the lecture, **late submissions will not be accepted and grades will not be reweighed to earlier or later assignments.**

Requests for Extensions
Students are responsible for submitting term work in accordance with the timeline outlined on the course schedule. Requests for extensions **will not** be considered within 72 hours of an assignment deadline, with the exception of students experiencing serious illness and/or unforeseen circumstances (such as a death in the family). In these cases, students are expected to contact the professor at the earliest available opportunity, so that accommodations can be arranged. It is additionally advised that students take the proactive step of contacting their college Registrar.

Missed deadlines and tests:
Students who miss a paper deadline or a test will receive a mark of zero for that paper or test unless the reason is a circumstance beyond their control. Within three days of missing a paper deadline or test, students must send the instructor a request for consideration. Students must document their request with one of the following:
• Absence declaration via ACORN
• U of T Verification of Illness or Injury Form
• College Registrar's letter (e.g., in case of personal/family crisis or emergency)

- Letter of Academic Accommodation from Accessibility Services

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

Re-Grading Assignments
All requests for re-grading course assignments should be made to your TA within **one week** of the date when the assignments are returned to the class. A short memo that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment **must** be submitted to your TA no earlier than 24 hours after your grade has been returned. No re-grading requests will be considered if they are submitted more than one week after the assignments are returned to the class. This deadline applies to all students including those who missed the class when the assignments were returned. Please note that upon regrading, your mark may go up, down, or stay the same.

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 web site (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.

Writing Centres
All students are encouraged to visit and make use of the available writing centres. Writing tutors may help you brainstorm ideas, develop a thesis, structure and organize your paper, present your evidence effectively, argue logically, cite appropriately and express yourself clearly and concisely. However, proofreading and copyediting for spelling, grammar, or format are not within the primary scope

of the writing centres. Please visit http://www.writing.utoronto.ca/writing-centres/arts-and-science

Accessibility
The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit http://studentlife.utoronto.ca/accessibility as soon as possible. **If you are registered with Accessibility Services, please forward your accommodations paperwork to the instructor within the first week of the course so that arrangements can be made.** Accommodations must be requested and arranged for each course assignment/test for which they are sought. Accommodations will not be implemented retroactively.

Academic Integrity/Academic Misconduct
The University of Toronto treats academic integrity and academic misconduct very seriously. To participate honestly, respectfully, responsibly, and fairly in the academic community at U of T, you should familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf).
In addition, students should acquaint themselves 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.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including (e.g.) working in groups on assignments that are supposed to be individual work
- Lending your work to a classmate who submits it as his/her own.
- Letting someone else look at your answers on a test.
- Falsifying or altering any documentation required by the University.

Use of AI
Any use of AI tools, such as but not limited to ChatGPT, NotebookLM, DALL-E, Google Bard, etc. is prohibited unless otherwise specified. If you are unsure, please contact the course instructor at your earliest convenience.