

**INTRODUCTION TO SOCIOLOGY II: SOCIOLOGICAL INQUIRIES**

Thursday 10:10 a.m. - 12:00 p.m. Location: ES 1050

**Instructor: Dr. Scott Schieman**

Office: Sociology Department, 725 Spadina Ave, room 296  
Hours: by appointment  
Email: scott.schieman@utoronto.ca

**TA: Soli Dubash**

Office: Sociology Department, 725 Spadina Ave, room 225F (TA meeting room)  
Hours: Thursdays 3:00-4:00 and Fridays 10:30-11:30 (starting on Thursday January 23<sup>rd</sup>)  
Email: soli.dubash@mail.utoronto.ca

**TA: Philip Badawy**

Office: Sociology Department, 725 Spadina Ave, room 225F (TA meeting room)  
Hours: Wednesdays, 1:00-2:00 (starting on Wednesday January 22<sup>nd</sup>)  
Email: philip.badawy@mail.utoronto.ca

**Course Description:** In this sequel to SOC100H: Introduction to Sociology, SOC150H explores several core themes in the discipline—but with a focus on research methods. We start with the basic foundations of empirical research and the scientific approach. We then turn to the conceptual foundations and basic elements of research, exploring different designs with examples from published research in scholarly journals. We will focus on many substantive themes, including self and identity, relationships and community, marriage and family, status and stratification, work, social change, and health. There is an emphasis on the *substantive* aspects of these topics and the research *methods* used to study them. For several of these topics, we will focus on issues during the period of adolescence and young adulthood—including relationships, dating, sexuality, stress, mental health, and suicide. In these discussions, I will identify personal and social resources that individuals use to cope with stress. You will be introduced to many examples that illustrate different approaches to research, with analyses of data across societies and contexts. You will learn how sociologists address important questions of our time—and the ways this knowledge informs our understanding of the social world. Along the way, it is my sincere hope that you discover new ideas and insights about the social forces that shape the way you think, feel, and act in everyday life.

**Readings:** All assigned readings are available on Quercus. You do not need to purchase any textbook or other readings. However, you must enroll in Top Hat—this is a requirement for credit for the course.

**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

### Evaluation/Course Requirements

Description	Date	% of Grade
<b>Tutorials</b>	Ongoing	10
<b>Mid-Term Test</b>	February 13 <sup>th</sup> - during class	25
<b>FINAL EXAM</b>	Date TBA - during final exam period	45
<b>Research Reflection Paper</b>	April 2 <sup>nd</sup> - during class	15
<b>In-Class Engagement/Participation</b>	On-going	5

**Exams (70% in total):** There will be a mid-term test and a final exam. These cover all materials in the assigned readings, research articles, and in-class lectures. Format includes multiple choice, short-answer, and long-answer questions. **The final exam will be cumulative.**

**Research Reflection Paper (15%):** There is one research reflection paper (5-6 double-spaced pages) related to a specific research topic (details forthcoming). Hard copies of the paper must be submitted during class on April 2<sup>nd</sup>. Late papers will not be accepted—no exceptions.

#### **Tutorials (10%)**

Each of the six tutorials (50 minutes per session) will involve discussions and questions related to in-class materials—primarily the assigned research articles. Your grades will be based on the completion and quality of your responses. Usually, these discussions and questions will relate to one or two core themes of the assigned research articles—reinforcing materials covered in-class.

#### **There will be six tutorial sessions on the following dates:**

- Tutorial 1: February 10 – 11
- Tutorial 2: March 2 – 3
- Tutorial 3: March 9 – 10
- Tutorial 4: March 16 – 17
- Tutorial 5: March 23 – 24
- Tutorial 6: March 30 – 31

#### **Tutorial Sections (day, time, location)**

- Tutorial 5101: Monday 4:10 – 5:00 in SS 2106
- Tutorial 5102: Monday 5:10 – 6:00 in SS 2106
- Tutorial 5103: Tuesday 10:10 – 11:00 in SS 1072
- Tutorial 5104: Tuesday 11:10 – 12:00 in BA 1230
- Tutorial 5105: Tuesday 12:10 – 1:00 in SS 2127

**Engagement/participation exercises (5%):** In-class exercises involve questions related to the readings and lectures. You must attend class on time and for the entire class period to receive credit. If you miss exercises, you will not be permitted a make-up without proper documentation (\*see below). *You are allowed to miss one in-class exercise without penalty.* **Note:** Posting or sharing in-class participation exercises will be treated as violation of academic integrity. If you do not attend class and attempt to complete the in-class participation exercise remotely, or if you attempt to sign in as if you are in attendance, this is a violation of academic integrity. Please inform the instructor if you become aware of materials being shared or posted remotely (e.g., on Facebook or similar sites).

**Attendance and Conduct:** Full class and tutorial attendance is mandatory for learning in this course and the in-class exercises. If you have a scheduling conflict, please consider different course options. If you have more than two absences from class, you will receive zero credit for the entire engagement/participation mark (10%). Likewise, if you have more than two absences from tutorials, you will receive zero credit for the entire tutorial mark (5%). Chronic lateness or other kinds of disruptive behaviours will result in mark penalties at the discretion of the instructor.

**Accessibility:** If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible. Students must make needed and appropriate arrangements at the beginning of the semester and obtain proper documentation. This documentation must be provided to the instructor at the beginning of the semester.

**Make-ups:** The privilege of taking a make-up test will only be granted in cases where there is legitimate, university-approved evidence of serious illness or family emergency. If your reasons for absence are medical, you must submit an original **Verification of Student Illness** or Injury form (\*see below). Students who miss an exam will receive a mark of zero unless—**within 24 hours of the missed test period**—students who wish to write the make-up test provide Dr. Schieman with a written request for special consideration which explains why the test was missed, accompanied by **proper documentation** from a physician or college registrar (\*see below). A request should be accompanied by email so the date, time and place of the make-up test can be communicated to the student. A student who misses a test and then misses the subsequent make-up test will **not** have a third chance to take another make-up test. Late documentation will not be accepted.

**\* DOCUMENTATION FROM YOUR PHYSICIAN OR COLLEGE REGISTRAR**

- In case of illness, you must supply a duly completed **Verification of Student Illness** or Injury form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is also acceptable but must contain the start date and anticipated end date of the illness. The form must be placed in a sealed envelope, addressed to and submitted directly to the instructor.
- 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 directly to the instructor.

**Email:** Using your utoronto email, correspondence with the instructor or TA must contain your full name and student ID. Emails should be respectful in tone and content. Please allow 48 hours for a response. If you have questions about the course material, please post your questions on Quercus and/or meet with the TA during their office hours.

**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" (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) for specific information on academic integrity at the U of T.

**This is the intended ordering of course topics and the required assigned readings.  
Modifications may occur if necessary.**

**PART I: INTRODUCTION TO SOCIOLOGICAL RESEARCH METHODS**

**WEEK 1- January 9: Introduction to the Course**

There are no required readings for this first class.

**WEEK 2- January 16: Curiosity, Science, and Knowledge**

“Human Inquiry and Science” (\*\* Reminder: All required readings are available on Quercus\*\*)

**WEEK 3- January 23: Overview of Sociological Research Methods**

Chapter 2, Sociological Research - available on Quercus and online at the following link:  
<https://opentextbc.ca/introductiontosociology/chapter/chapter2-sociological-research/>

“Sense and Nonsense about Surveys”

“In Their Own Words: Making the Most of Qualitative Interviews”

“How to do Ethnography Right”

**WEEK 4- January 30: Conceptual Foundations of Research**

“Conceptual Foundations of Research”

Seeman, Melvin. 1959. “On the Meaning of Alienation.” *American Sociological Review* 24:783-91.

**WEEK 5- February 6: Communication of Knowledge/Journal Articles**

**[Tutorial #1: February 10 – 11]**

“How to Read (and Understand) a Social Science Journal Article”

Ross, Catherine E. and Beckett A. Broh. 2000. “The Roles of Self-Esteem and the Sense of Personal Control in the Academic Achievement Process.” *Sociology of Education* 73(4):270-284.

\*\* The link below is for a video on how to read academic journal articles:

<https://ugresearch.ku.edu/student/researchbytes/how-read-social-sciences-academic-journal-article>

**WEEK 6- February 13:**

**MID-TERM TEST**

**\*\*\*\*\*READING WEEK: February 17 – 21 (NO CLASS SCHEDULED)\*\*\*\*\***

**PART II: APPLICATIONS AND ILLUSTRATIONS OF  
SOCIOLOGICAL RESEARCH METHODS**

**WEEK 7- FEBRUARY 27: Identity and Relationships**

**[Tutorial # 2: March 2 – 3]**

Soller, Brian. 2014. "Caught in a Bad Romance: Adolescent Romantic Relationships and Mental Health." *Journal of Health and Social Behavior* 55(1):56–72.

Ueno, Koji. 2005. "Sexual Orientation and Psychological Distress in Adolescence: Examining Interpersonal Stressors and Social Support Processes." *Social Psychology Quarterly* 68(3):258–277.

**WEEK 8- March 5: Community Context and Adolescent Well-Being**

**[Tutorial # 3: March 9 – 10]**

Anna S. Mueller and Seth Abrutyn 2016. "Adolescents under Pressure: A New Durkheimian Framework for Understanding Adolescent Suicide in a Cohesive Community." *American Sociological Review* 81(5):877–899.

Dupéré, Véronique, Tama Leventhal, and Frank Vitaro. 2012. "Neighborhood Processes, Self-Efficacy, and Adolescent Mental Health." *Journal of Health and Social Behavior* 53(2):183–198.

**WEEK 9- March 12: Work, Marriage, and Family**

**[Tutorial #4: March 16 – 17]**

Correll, Shelley J., Stephen Benard, and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112(5):1297-1339.

Ruppanner, Leah, Maria Brandén, and Jani Turunen. 2018. "Does Unequal Housework Lead to Divorce? Evidence from Sweden." *Sociology* 52(1):75–94.

**WEEK 10- March 19: Social Roles, Culture, and Stress**

**[Tutorial #5: March 23 – 24]**

Cornwell, Benjamin. 2013. "Switching Dynamics and the Stress Process." *Social Psychology Quarterly* 76(2) 99–124.

Danna-Lynch, Karen. 2010. "Switching Roles: The Process of Mental Weighing." *Poetics* 38:165-183.

**WEEK 11- March 26: Status and Health**  
**[Tutorial #6: March 30 – 31]**

Koltai, Jonathan, Scott Schieman, and Ronit Dinovitzer. 2018. “The Status–Health Paradox: Organizational Context, Stress Exposure, and Well-being in the Legal Profession.” *Journal of Health and Social Behavior* 59(1):20–37.

Link, Bruce G., Richard M. Carpiano, and Margaret M. Weden. 2013. “Can Honorific Awards Give Us Clues about the Connection between Socioeconomic Status and Mortality?” *American Sociological Review* 78(2):192–212.

**WEEK 12- April 2: Social Change, Inequality, and Health**  
**[No tutorial—classes end on April 3<sup>rd</sup>]**

Song, Shige and Sarah A. Burgard. 2011. “Dynamics of Inequality: Mother’s Education and Infant Mortality in China, 1970-2001.” *Journal of Health and Social Behavior* 52(3):349–364.

Lutfey, Karen and Jeremy Freese. 2005. “Toward Some Fundamentals of Fundamental Causality: Socioeconomic Status and Health in the Routine Clinic Visit for Diabetes.” *American Journal of Sociology* 110(5):1326–72.

**Date TBA:**

**FINAL EXAM — WORTH 45%**  
**\*\* THE FINAL EXAM IS CUMULATIVE \*\***