

SOC100H1F – Introduction to Sociology I -
Sociological Perspectives
Summer 2020
Online

Instructor Information

Instructor: Jerry Flores
Class Time/Room: Online – Tuesdays & Thursdays, 6-9 pm
Office Hours: 2:45-3:45 pm via Skype
Course web site: Access through Quercus
Teaching Assistant: Rene Bogovic <rene.bogovic@mail.utoronto.ca>
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COURSE DESCRIPTION

Sociology is the systematic study of human society, social groups, and social interactions. In this course, students will be introduced to basic concepts, theories, and research related to US society. We will analyze the relationship between individual dilemmas and larger social configurations. We will develop what C. Wright Mills refers to as our “sociological imaginations.” We will explore how societies, at multiple levels, effect individuals and how individuals, in turn, shape societies. We will use our life stories, experiences, observations, and critical thinking skills to help us make sense of the social world around us; to question taken for granted assumptions about reality, self, society; and to study culture, values, and norms, social stratification, race and ethnicity, conformity, deviance, urban living, and social change. We will examine institutions of social control, the causes and consequences of social inequality, and why gender, race/ethnicity, and class continue to matter. By the end of this course, you will have developed the necessary intellectual skills and methodological tools needed to address contemporary social issues from multiple perspectives.

Additional Information

Technology Requirements: All students will need a device where they can type, access quercus, access email, audio record, video record and access the internet. You will also need a reliable internet connection.

All activities will take place on Quercus or Skype. You will also be expected to use youtube and an internet browser

Expectations for Students: *This is an online, asynchronous course. Which means our course and course activities will take place during (Tuesdays & Thursdays, 6-9 pm).* Students are expected to use these 3 hours of weekly class time to participate in three central activities. The first includes a pre-recorded lecture from the instructors. Then students are expected to answer a discussion post via Quercus. These discussions will ask students to connect classroom materials to resources from our class or other resources we provide. Finally, students will be required to

interact act with other classmates via quercus. The instructor or teaching assistants will be available via quercus or skype on answer questions during these three hours of instruction time.

Readings: All readings will be made available via Quercus or a link on this site.

Test: All test will be administered via the “quiz” function of Quercus. Students will have 2 hours to complete the test.

Teaching Approach

I encourage students to connect the skills they learn in classrooms to their future careers and activities in your local communities. The quotes I inserted below summarize this model of providing instruction.

“Education is suffering from narration sickness...Narration (with the teacher as narrator) leads the students to memorize mechanically the narrated content. Worse yet it turns them into “containers,” into “receptacles to be “filled” by the teacher...Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat. This is the “banking” concept of education...” (Freire 1970: 72)

“The oppressors is solidary with the oppressed only when he stops regarding the oppressed as an abstract category and sees them as persons who have been unjustly dealt with, deprived of their voice, cheated in the sale of their labor—when he stops making pious, sentimental and individualistic gestures and risks an act of love. True solidarity is found only in the plenitude of this act of love, in its existentiality, in its praxis” (Freire 1970: 50).

”...Empowerment is a process that we as individuals must willingly and freely undertake for ourselves. Within the classroom, this entails participation in pedagogical relationships in which students experience the freedom to break through the imposed myths and illusions that stifle their empowerment as subjects of history and the space to take individual and collective actions that can empower and transform their lives... Teachers do not “empower” their students, but they are in a position to support their process by creating the dialogical conditions, activities, and opportunities that nourish this developing process within students...” (Darder 2002:110)

Learning Outcomes

The learning objectives for this course include:

1. Understand the sociological perspective

2. Develop a sociological imagination, in other words, critical thinking of social issues
3. Become more socially aware of the world
4. Understand the basic tenants of sociology as a discipline

REQUIRED TEXTS

- *Starting Points: A Sociological Journey* by Lorne Tepperman, Second Edition (Oxford University Press) The e-book for *Starting Points* can be purchased at a discounted rate through redshelf.com: <https://www.redshelf.com/book/526699/starting-points-526699-9780199006830-lorne-tepperman>
- Additional readings available via Quercus

TBA readings

The “TBA” or to be announced readings will allow you (the students) to choose what you want to learn during this course. During the first day of class we will develop a list of students’ interests. I will then find readings that will match these interests. This will give you all the ability to customize the course in a way that is unique and relevant to each of your personalities and interest.

EVALUATION AND ASSIGNMENTS

	Due Date	Weight
Midterm test	May 21	30%
Final Test	June 11	25%
Ted Talk	June 2	25%
Quercus Discussion Post & Activities	TBD	20%

Midterm Test (Due May 21)

The midterm test will be distributed during our scheduled class time. It will consist of multiple-choice and short answer questions. Students will have 2 hours to complete the test.

Final Test (Due June 11)

The final test will consist of multiple-choice and short answer questions. Students will have 2 hours to complete the test.

"Ted Talk Style" Video Assignment via YouTube (20%) (Due June 2)

For this project, you are to make a four to six-minute video in the style of a Ted Talk. This will give you an opportunity to integrate what you have learned from your readings and our class discussions. This is the equivalent of an in-class presentation. Feel free to use PowerPoints, visuals, performance, or other means you find necessary to make your presentation exciting and

interesting. You are also welcome to collaborate with one to two other students in our class (3 students max). If you do collaborate, your presentation should be between 7 to 10 min. You are to post this video to youtube and submit a link to the video via quercus. You are not required to share this video public on youtube. But you classmates will have access to them.

Quercus Discussion Post & Activities (TBD)

Every week during our scheduled class and/or tutorial time you will be required to participate or complete a quercus based discussion post. This activity will require you to write between 2-4 paragraphs per scheduled class meeting. You might also be asked to watch a short video, read a brief news article, take photos or audio/video record yourself. These activities will vary weekly and must be completed before the end of our regularly scheduled class time. Additionally, you will be required to comment on other students work.

LECTURE TOPICS AND REQUIRED READINGS

May 5: Introduction to Sociology

- Ch. 1 in Tepperman, Lorne (2014). *Starting Points: A Sociological Journey* (Second Edition)
- TBA Readings

May 7: Sociological Research

- Ch. 2 in Tepperman, Lorne (2014). *Starting Points: A Sociological Journey* (Second Edition)

May 12: Population, Urban Life and the Environment

- Ch. 3 in Tepperman, Lorne (2014). *Starting Points: A Sociological Journey* (Second Edition)
- TBA

May 14: Social Structures

- Ch. 4 in Tepperman, Lorne (2014). *Starting Points: A Sociological Journey* (Second Edition)

May 19: Socialization and Culture

- Ch. 5 in Tepperman, Lorne (2014). *Starting Points: A Sociological Journey* (Second Edition)
- TBA

May 21: Deviance, Crime and Punishment (Midterm Test)

- Ch. 6 in Tepperman, Lorne (2014). *Starting Points: A Sociological Journey* (Second Edition)

May 26: Gender Relations and Sexuality

- Ch. 7 in Tepperman, Lorne (2014). *Starting Points: A Sociological Journey* (Second Edition)
- TBA

May 28: Racial and Ethnic Groups

- Ch. 8 in Tepperman, Lorne (2014). *Starting Points: A Sociological Journey* (Second Edition)

June 2: Classes and Workplaces (TedTalk Due)

- Ch. 9 in Tepperman, Lorne (2014). *Starting Points: A Sociological Journey* (Second Edition)
- TBA

June 4: Regions, Nations and Empires

- Ch. 10 in Tepperman, Lorne (2014). *Starting Points: A Sociological Journey* (Second Edition)

June 9: Families and Age Groups

- Ch. 11 in Tepperman, Lorne (2014). *Starting Points: A Sociological Journey* (Second Edition)
- TBA

June 11: Schools and Formal Education-(Final Test)

- Ch. 12 in Tepperman, Lorne (2014). *Starting Points: A Sociological Journey* (Second Edition)

** Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor **

Procedures and Rules

Accommodation for Missed Tests or Late Assignments

Students who miss a term test or hand in an assignment after the due date will be assigned a mark of zero. However, UofT will make an exception and provide accommodation for tests missed, or late assignments, for reasons beyond the student's control, including:

- Illness
- Religious observances (i.e., holy days)
- Other unplanned circumstances entirely beyond the student's control (e.g., a court subpoena, a funeral, a car accident).

Reasons such as “too much work”, technology failure, or not adding the class in time are not considered to be beyond a student's control and will not be accommodated.

Missed Tests

If you miss a test you will get a 48-hr extension. Students will need to use the Declaration of Absence on ROSI if this occurs. Students who miss a test will be given an alternative test.

Late Assignments

- There will be a 5% deduction per day for late work. In order not to be considered late, assignments must be submitted by the due date and time listed on the syllabus. ***You are expected to keep a back-up, hard copy of your assignment in case it is lost.***

Grade Appeals

***If you have an issue with your mark first contact your TA to discuss this issue. Then, follow the process below.

Instructors and teaching assistants take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error simply alert the teaching assistant and instructor of the error.
- In the case of more substantive appeals, you must:
 1. Wait at least 24 hours after receiving your mark.
 2. Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader's comments.
 3. Students have up to one month from the date of return of an item of term work or from the date the mark was made available to inquire about the mark and file for an appeal. For example, should the work be returned or the mark be made available on March 3rd, the student has until April 3rd to inquire in writing and start the re-marking process.

If you wish to appeal:

- A. You must submit to the teaching assistant a written explanation of why you think your mark should be altered. Please note statements such as “I need a higher grade to apply to X” are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.
- B. Attach the original assignment (with marker’s comments) to your written explanation.

Electronic Communication and Electronic Learning Technology

Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules. **Note: Emails that do not follow these guidelines will not receive a response.**

- All course communication should be conducted through Quercus or your utoronto account.
- All emails must include the course code (e.g., SOC394) in the subject line.
- All emails should be signed with the student’s full name and student number.
- Emails from students will generally be answered within 3 business days of receipt
- Treat emails as you would any other professional communication. Proofread. Use appropriate language.
- Emails that ask questions that are answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response.
- All general questions about the course that are NOT addressed on the syllabus and course website should be posted to the ‘general inquiries’ section of the Quercus discussion board

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.

Equity & Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual 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.

Letter of Recommendation Policy

If you would like a letter of recommendation you need to take at least 2 courses with me and earn an average grade of an “A.” You will also be required to email me all of your application materials and provide a paper copy of these documents (letter of application, statement of purpose, resume, unofficial transcripts etc. The more material the better). You should ask at least one month in advance. Additionally, you will be required to send me a list of the schools, programs, deadlines and links to where to send these letters. You should also send me reminders that these letters are due 7 days, 3 days and 1 day before they are due. All of these documents will ensure you will get a stellar letter of recommendation.