

University of Toronto Mississauga – Sociology  
 SOC231H5F LEC9201  
 Classical Sociological Theory  
 Fridays, 9:00-11:00 AM (online synchronous)  
 Course Zoom Meeting ID: 922 1588 5430

Instructor:	Professor Steve G. Hoffman
Office location:	1555 Outer Circle, North Building, NE6210
Office Phone #:	905-828-5395 (Sociology office)
Email address:	<a href="mailto:steve.hoffman@utoronto.ca">steve.hoffman@utoronto.ca</a> (preferred)
Office hours:	F, Noon-2:00 PM or appt.; Zoom Mtg. ID: 939 6046 0524
Teaching Assistant:	Hammad Khan
Email address:	<a href="mailto:hammad.khan@mail.utoronto.ca">hammad.khan@mail.utoronto.ca</a>
TA office hours:	M, 5:00-6:00 PM or appt.; Zoom Mtg. ID: 929 4596 5632
Teaching Assistant:	Noam Keren
Email address:	<a href="mailto:noam.keren@mail.utoronto.ca">noam.keren@mail.utoronto.ca</a>
TA office hours:	Th, Noon-1 PM or appt.; Zoom Mtg. ID: 977 5208 8787
Blackboard/Course web site:	<a href="https://q.utoronto.ca">https://q.utoronto.ca</a>

### **Course Description**

This course explores the development of sociological theory and the professional discipline of sociology, which took its modern form in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. The course focuses on six major social theorists who have had a profound impact on contemporary sociological research – their lives, times, and most influential ideas.

### **Prerequisites, Exclusions, CSL Group**

Course is restricted at all times to the following students:

- MA CRIMINOLOGY, LAW & SOCIETY (ERMAJ0727)
- MA SOCIOLOGY (ERMAJ1013)
- SP CRIMINOLOGY, LAW & SOCIETY (ERSPE0727)
- SP SOCIOLOGY (ERSPE1013)

### **Class/Seminar Format**

Our synchronous class time will be spent on Zoom, the videoconferencing platform. You must have a UTM Zoom Pro Account to access the class. UTM currently has a campus agreement with Zoom that provides a licensed Pro account for all students, staff, and faculty. To access your account, follow these steps:

1. Go to <https://utoronto.zoom.us>
2. Click the **Sign in** button.
3. You will be transferred to the U of T weblogin page. Enter your UTORid and password and click the **Log in**.
4. Once logged in, you will be in your Zoom account's profile.

UTM's Information & Instructional Technology (I&ITS) advises that you use the Zoom app, not the Zoom web version, to access class meetings and office hours. If you have a Zoom account that was created on the main Zoom website (zoom.us), I&ITS strongly encourages that you

change the email on those accounts to a personal one and then follow the steps above for signing in using your UTOrid and password. In the event that you do not make this change ahead of signing up for the UofT provided Zoom account, it can take 48-72 hours for the license structure to change over to the UTM license. For more information on using Zoom, see the link below for a knowledge library on Zoom. This list will be updated periodically as I&ITS staff curates and publishes additional articles: [https://uoft.service-now.com/utm\\_iits?id=kb\\_article\\_view&sys\\_kb\\_id=61d9aaeadbb15c90d5a1d7795e96195e](https://uoft.service-now.com/utm_iits?id=kb_article_view&sys_kb_id=61d9aaeadbb15c90d5a1d7795e96195e)

I have taught classical sociological theory numerous times, but this is my first time doing it in an entirely online format. It will take time and practice to fine tune the various components of the class, such as working out the technology for break out groups and in-class activities. We will have to be adaptable and flexible as we get used to a different modality of teaching and learning. I hope that you can help me with this process by offering regular feedback and advice on what works well and what can be improved. Please be prepared to check email and/or course announcements via Quercus once or more every day of the week.

In a typical class session, I will deliver an interactive lecture using PowerPoints slides over Zoom, provide a variety of audio/visual material to aid in our understanding of the assigned material, engage in collaborative discussion with the full class and in break out groups, and do a variety of classroom exercises. You will be able to use the “raise hand” function on Zoom to ask questions during my lectures. You will also be able to type questions or comments into the chat box function, which I will do my best to monitor during and after class. I encourage everyone to actively engage with the assigned materials through class discussion, break out groups, discussion boards, writing assignments, and class exercises, even if the distance technology might make some of our interactions a little awkward.

*Expectations during lecture:*

- Your mic will be muted by default. Please keep your mic muted until you want to make a comment or ask a question. This helps to prevent disruptive background noise.
- You can keep your camera on or off. My preference is that your camera is on because I prefer to see faces and reactions while lecturing, but this is up to you.
- Be sure your Zoom account profile includes your full name. If you use a name that is significantly different from the one provided to me on the Registrar’s class list, be sure to let the TAs and me know so we can give you proper participation points. We are more than happy to use any personal pronoun you prefer but you might note this in your profile name.
- In the box with everyone’s video/faces, you can select the view you prefer. “Active Speaker” probably will make the most sense during lectures.
- Due to concerns with pedagogy, privacy, and the confidentiality of our group discussions, I will not video or audio record, nor will I post to the web site, my lectures. Lectures will be synchronous only, just like the “old days.”
- If you have an accommodation for recorded lectures, or you are located in a time zone that makes attending the course at 9 AM EST forbidding, email me to make individualized arrangements.

- During lecture, you can type questions and comments into the chat or ask them out loud by unmuting your microphone.
- During lecture, you should keep the chat box open so you can post and see other students' posts.

### **Learning Outcomes**

After taking this class you should gain a deeper understanding for the primary problems and theoretical frameworks characteristic of the classical canon of sociological theory. You will also learn about how the problems and frameworks of the classical era in sociological theory continue to inform, inspire, and impact contemporary sociological research. By working with peers in break out groups you will learn critical skills of collaboration, consensus, and presentation of ideas.

Success in this class does not require you to be correct every time you engage with course material. I will provide many opportunities for you to make mistakes without those mistakes counting against your final grade. As the economist Kenneth Boulding once said, "Nothing fails like success because we don't learn from it. We learn only from failure." Memorization will only get you so far in this class. Although recall is a key part of learning, it is a fairly superficial one. Rather than just "learning all the facts," in this class the goal is to use evidence-based criteria to build portable insights into a variety of social worlds. Building anew sometimes involves making mistakes along the way, but it forges critical thinking skills that will remain with you a lifetime.

### **Textbooks and Other Materials**

The assigned book is available in paperback and digital purchase at UTM Bookstore, <http://uoftbookstore.com>, located on the first floor of the Davis Building, 905-828-5272:

- Laura Desfor Edles and Scott Appelrouth. 2021. *Sociological Theory in the Classical Era: Text and Readings. Fourth Edition*. Thousand Oaks, CA: Sage Publications, Inc.

### **Evaluation Components and Grading Policies**

<b>Type</b>	<b>Description</b>	<b>Date(s) Due</b>	<b>Weight</b>
Class Participation	Engagement with course content, full class and break out group discussion, and class exercises.	ongoing	4%
Reaction Posts	Short reactions to the day's class posted to Quercus.	Post to Quercus by 5 PM the day of each class	8%
Discussion Board Posts	Post a question OR answer another student's question on the week's reading.	Post to Quercus before the start of class.	8%

Paper 1	Essay focused on applying Marxist analysis to a contemporary social problem.	11:59 PM, 10/02/20	20%
Paper 2	Essay focused on applying a classical theorist to a contemporary social problem. Choose either Du Bois, Durkheim, Weber, Perkins Gilman, or Simmel.	Sign up for a theorist assignment via Quercus by 5 PM on 09/25/20. Essay due date will be ongoing based on assigned theorist (see course schedule).	20%
Test 1	Essay, short answer, and multiple choice exam.	10/23/20	20%
Test 2	Essay, short answer, and multiple choice exam.	12/04/20	20%

## Grading

Class Participation - I highly value your input and engagement with the course and provide rewards for it. I particularly encourage engagement that moves beyond asking for clarification of basic instructions (which is fine to do if you need clarification, of course, but is not the sort of engagement I am talking about here). Everyone should come to class prepared by having read and thought about the assigned readings beforehand. People who do well typically review their lecture notes from previous classes since I usually pick up from where I left off. Throughout the semester, you should try to ask questions and offer insights that are clearly informed by the assigned materials and your understanding of the lectures thus far.

Attendance alone will not be enough to get all of the available participation points. Most classes will involve full class and small group discussion and activities. Feel free to “unmute” your mic and interrupt me during lecture to ask questions or offer insights! If you feel more comfortable, Zoom enables you to use a “raise hand” function for questions. Or, you can also submit questions and comments to the Zoom chat box. The TA or I will monitor these functions and do our best to address your questions or comments. You will also be required to participate equally in break out groups for small group conversation and activities. Be sure to have your microphone and video activated during break out groups.

Participation is worth 4% of your final mark. The TAs and I will keep notes on in-class participation, such as when you ask or answer questions during a discussion or offer some analysis. Your posts to the chat box will also count toward participation. Small group activities will also be logged under “Assignments” in Quercus. If you find yourself having a difficult time staying engaged, please let us know so we can help strategize ways to improve the situation.

Students who do not engage in discussions, break out groups, or other activities will receive 0 points (even if you attend class). Students who participate rarely will get 1 to 2 points. Students who participate on a regular basis will receive 3 to 4 points depending on quality and frequency. These “rewards” for participation indicate how I think you will best succeed in this class. In past classes, the students who choose to skip classes or to withhold their participation during class discussions and exercises tend to end up with low marks on tests and papers. Attendance and regular engagement will help you achieve your overall class goals.

Reaction Posts – At the end of each class, you have an opportunity to write up 1-3 sentences of thoughtful reaction to that day’s class and submit it to Quercus. These posts can describe reading, lecture, or discussion material you found particularly enlightening, material you found difficult or confusing, questions you wished you had asked but for whatever reason did not, or something you would like to follow up on in coming weeks or on your own.

You can submit reaction posts to Quercus at the end of each class session by 5 PM. Reaction posts will be worth 8 points toward the final cumulative grade. If you have an unavoidable conflict that prevents you from submitting reactions by 5 PM on Friday, please seek approval for alternative arrangements from the course instructor. You will be able to submit a reaction for all class sessions except the days that we hold tests, which means there will be ten (10) opportunities to submit reaction posts. Once you submit eight (8) reactions, you get full credit.

You can therefore miss reaction posts twice throughout the semester with no penalty. You do not get extra credit for submitting more than 8 reactions. I do not accept “make ups” for missed reactions and please do not try to submit a reaction to a class that you did not attend. All reaction posts will be graded as “complete/incomplete.” Unless it is clear that you did not make a serious effort, you will receive credit for completing a reaction post.

Discussion Board – Before we meet, you will post a discussion question based on the assigned reading OR post an answer to someone else’s question. Submit the question or answer under “Discussion Board” on Quercus. There are eight (8) classes in which you should post a question and answer, for a total of 8 points toward your final grade. You can post your question or answer *anytime before the beginning of our class meetings*. However, I highly recommend that you post early. Feel free to post weeks in advance. Anything posted after the beginning of class for a given week will not count. You cannot make up posts later. You can receive one point for either a question or an answer (i.e. you can’t get extra points for additional posts).

Questions and answers are an opportunity to demonstrate that you read and thoughtfully considered the material. They are also an opportunity to ask questions you are unclear on from the reading or to grapple with challenging theoretical implications. I will try to incorporate some of the topics you discuss on the discussion board into the class, but unfortunately will not be able to address all of them. Do not copy your questions or answers from another student or the textbook. You should always double-check that your submission posted successfully. We also recommend that you maintain a backup of your posts in case there are any technical problems. If you are unsure or unable to post before the deadline, send your question or answer to the TA as soon as possible.

Paper 1 – Everyone will write a 1,250 to 1,800 word essay that applies Karl Marx’s theoretical framework and key concept(s) to an environmental problem of your choosing. References do not count toward the word count. This could be as broad as the political economy of climate change or as specific as the underlying structural causes of the “Great Pacific Garbage Patch.” This essay must be submitted via Quercus and will receive a plagiarism score through turnitin.com. The paper will be evaluated based on your comprehension of the assigned course material as well as the rigor, creativity, and clarity expressed in your theoretical analysis of the contemporary social problem. Additional details on this assignment will be provided in class.

Paper 2 – You will write a 1,250 to 1,800 word essay that applies the theoretical framework and key concepts of a classical sociological theorist to a contemporary social problem. References do not count toward the word count. For this paper assignment, you will write an essay that engages the theoretical framework and key ideas of your choice of theorist between Du Bois, Durkheim, Weber, Perkins Gilman, or Simmel. We will provide the topical area for the social problem that you will analyze based on the theorist you choose.

**Please sign up for a theorist no later than Friday at 5 PM of week 3, 9/25/20, via Quercus.** Sign-up forms are available under the “People” tab in Quercus. Since slots are available for each theorist on a first-come, first-served basis, we encourage you to choose a theorist as early as possible. If you do not submit a preference by 9/25/20, we will assign you to one based on availability. See “Course Schedule” for the due dates, which vary depending on the theorist you

choose. This essay must be submitted via Quercus and will receive a plagiarism score through turnitin.com. The paper will be evaluated based on your comprehension of the assigned course material as well as the rigor, creativity, and clarity expressed in your theoretical analysis of the contemporary social problem.

Tests – There will be two tests worth 20% of the final course grade each. Both will involve essay, short answer, and multiple-choice questions. The tests evaluate your critical and creative thinking skills along with your theoretical facility with the assigned reading material, lectures, audio-video content, and class discussion topics. Although the second test is not cumulative, in the sense that it will ask questions focused on the material covered in the second half of the course, your understanding of that material will be enriched and deepened by your understanding of the material covered in the first half of the course. For example, it is very difficult to fully appreciate the theoretical interventions of Weber or Perkins Gilman without background knowledge of Marx.

## **Course Schedule**

*Notes: A/V material will be presented throughout the semester but are not listed below. If you miss any of this material, it is your responsibility to view them outside of class.*

### 9/11 **Introduction**

- No discussion board posts due this week

### 9/18 **Karl Marx (1818-1883)**

- Edles and Appelrouth, pgs. 1-35 (Ch. 1: Introduction)
- 37-54 (Overview of Marx)

### 9/25 **Karl Marx (1818-1883)**

- 55-74 (*The German Ideology* and *The Economic and Philosophic Manuscripts of 1844*)
- 88-101 (*Capital*)
- DEADLINE TO SELECT PAPER #2 THEORIST

### 10/02 **W.E.B. Du Bois (1868-1963)**

- 333-361 (Overview of Du Bois; *The Philadelphia Negro*)
- PAPER 1 DUE 11:59 PM

### 10/09 **W.E.B. Du Bois (1868-1963)**

- 361-382 (*The Souls of Black Folk; The Souls of White Folk*)

### 10/16 **FALL READING WEEK, NO CLASS**

- No discussion board posts due this week
- DU BOIS PAPER OPTION DUE 11:59 PM

### 10/23 **Test #1**

- No discussion board posts due this week

### 10/30 **Émile Durkheim (1858-1917)**

- 103-122 (Overview of Durkheim; *Division of Labor in Society*)
- 133-165 (*Suicide; The Elementary Forms of the Religious Life*)

### 11/06 **Max Weber (1864-1920)**

- 167-198 (Overview of Weber; *The Protestant Ethic and the Spirit of Capitalism*)
- DURKHEIM PAPER OPTION DUE 11:59 PM

### 11/13 **Max Weber (1864-1920)**

- 198-223 (*The Distribution of Power within the Political Community: Class, Status, Party; The Types of Legitimate Domination; Bureaucracy*)

### 11/20 **Charlotte Perkins Gilman (1860-1935)**



- 225-241 (Overview of Perkins Gilman)
- 252-277 (*Women and Economics*)
- WEBER PAPER OPTION DUE 11:59 PM

11/27 **Georg Simmel (1858-1918)**

- 279-295 (Overview of Simmel)
- 310-331 (*The Stranger; Fashion; The Metropolis and Mental Life*)
- PERKINS GILMAN PAPER OPTION DUE 11:59 PM

12/04 **Test #2**

- No discussion board posts due this week
- SIMMEL PAPER OPTION DUE 11:59 PM

Last Date to drop course from Academic Record and GPA is November 11, 2020.

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

## Procedures and Rules

### Missed Tests/Quizzes or Late Assignments

Students who miss a term test or submit an assignment after the deadline will be assigned a mark of zero for the test, or will lose a percentage of the assignment mark for each late day.

However, students may request special consideration from the department (not the instructor)\* for missed tests/quizzes or late assignments late due to reasons beyond the student's control, including:

- Illness or injury
- Disability
- [Religious observances](#) (i.e., holy days); requests must be submitted **at least 21 days in advance** to ensure a suitable accommodation can be provided. Students may be required to submit their work/take the test before the original deadline and this will be determined by the instructor. Requests submitted after the missed deadline, or submitted with less than 14 days notice, will not be considered and a grade of zero will be assigned.
- Other unplanned circumstances entirely beyond the student's control (e.g., a court subpoena, a funeral, a car accident).

Reasons such as holidays, pre-purchased plane tickets, family plans (unless critical, such as death of an immediate family member), lack of preparation, technology failure, late course registration, traffic or weather related incidents, or conflicting deadlines are not considered to be beyond a student's control and will not be accommodated.

#### \*Please note:

- **You may not submit a special consideration request to re-write a test/quiz once the test has begun. If you are feeling ill, you must leave the room before starting your test/quiz and seek medical attention immediately.**
- **If you miss an item of term work and do not complete the missed item or any make-up by the examination period, you must submit a petition for an extension of time beyond end of term through the Office of the Registrar: <https://www.utm.utoronto.ca/registrar/current-students/petitions>.**

### Missed Test Special Consideration Process

If you miss a test due to circumstances beyond your control, please complete the following steps in order to be considered for academic accommodation:

- Submit an online special consideration request form within three (3) days (including weekends and holidays) of the missed test date via <https://app.utm.utoronto.ca/SpecialRequest/>.
- Submit appropriate supporting documentation within three (3) days (including weekends and holidays) of the missed test date via email to [socscr.utm@utoronto.ca](mailto:socscr.utm@utoronto.ca). When you submit documentation electronically (as a PDF or JPEG attachment), ensure it is legible

and retain the original copy in case you are asked to present it later. Legible photographs of the documentation will also be accepted.

- a. If illness/injury is cited as the reason for the missed test, no medical documentation is required as per University's temporary suspension of medical note requirement policy. Instead, students must self declare their absence **on the day of the test** and any relevant days before and after via the Absence Declaration option in [ACORN](#).
- b. If you missed a test for a reason connected to your registered disability, the department can only accept documentation provided by Accessibility Services.
- c. Other documentation can include, but is not limited to: a [U of T Verification of Extenuating Circumstances form](#); automobile collision or police reports; a death certificate; and supporting documentation from employers, lawyers and other professional persons. When in doubt, email us at [socscr.utm@utoronto.ca](mailto:socscr.utm@utoronto.ca) regarding appropriate supporting documentation for your special consideration request.
- d. The department may request additional documentation in order to assess your case fully.

**The department evaluates special consideration requests carefully and approval is not guaranteed.**

- **If there is concern about your special consideration request(s), your request may be refused and/or you may be asked to meet with an Associate Chair.**
- **If you have multiple special consideration requests (excluding requests pertaining to a documented disability with appropriate supporting documentation), your request may be refused.**
- **If you do not comply with the above instructions and timelines, or if your special consideration request is deemed unacceptable, your request will be denied and you will receive a grade of zero for the item you missed.**
- **If the department approves your special consideration request, the instructor will determine whether you will be required to complete an oral test, an extended assignment, or an alternative test, or an alternative online test in lieu of the original test; the instructor's determination is non-negotiable.**
- **If you do not complete the make-up as and when required, you will receive a grade of zero for the original missed test; further special consideration is not permitted.**

**The department (not the instructor) will inform you of the decision on your special consideration request via email to your U of T email account typically within one (1) week. However, you must be prepared for a make-up at any point after your original missed test.**

**Please note:**

- **Make-up tests may be scheduled during study break**
- **Make-up tests may be scheduled during reading week, only if mutually agreed upon by instructor and student**
- **Make-up tests are not held during the examination periods**

***False statements and/or documentation will be treated as academic offences and handled accordingly.***

### **Extension of Time Special Consideration Process**

**If you are registered with Accessibility Services** and want to request an extension of time for an assignment in advance of the due date (based on an accommodation letter already provided to your instructor), please email **both** your instructor **and** your Accessibility Advisor directly in order to obtain approval. Please **DO NOT** request an extension via the departmental Special Consideration system.

**In all other cases**, if you miss an assignment deadline due to circumstances beyond your control and seek an extension of time beyond the due date, please complete the following steps in order to be considered for academic accommodation:

- Submit an online special consideration request form within three (3) days (including weekends and holidays) via <https://app.utm.utoronto.ca/SpecialRequest/>.
  - Submit appropriate supporting documentation within three (3) days (including weekends and holidays) of the assignment due date via email to [socscr.utm@utoronto.ca](mailto:socscr.utm@utoronto.ca). When you submit documentation electronically (as a PDF or JPEG attachment ONLY), ensure it is legible and retain the original copy in case you are asked to present it later. Legible photographs of the documentation will also be accepted.
- a. If illness/injury is cited as the reason for the missed deadline, no medical documentation is required as per University's temporary suspension of medical note requirement policy. Instead, students must self declare their absence on the due date of the assignment including any relevant days immediately before and after via the Absence Declaration option in ACORN.
  - b. If you missed a deadline for a reason connected to your **registered disability** (and your instructor did not grant approval in advance based your accommodation letter), the instructor can only accept documentation provided by Accessibility Services. **Please do not contact the department to request an extension.**
  - c. Other documentation can include, but is not limited to: a [U of T Verification of Extenuating Circumstances form](#); automobile collision or police reports; a death certificate; and supporting documentation from employers, lawyers and other professional persons. When in doubt, email us at [socscr.utm@utoronto.ca](mailto:socscr.utm@utoronto.ca) regarding appropriate supporting documentation for your special consideration request.
  - d. For an extension, supporting documentation must specify the exact period that you were unable to complete your assignment. The department will then determine if any extension is merited and if so, the period of extension approved. For extensions of time beyond the examination period, you must submit a [petition for an extension of time beyond end of term through the Office of the Registrar](#).
  - e. The department may request additional documentation in order to assess your case fully.

**The department evaluates special consideration requests carefully and approval is not guaranteed.**

- **If there is concern about your special consideration request(s), your request may be refused and/or you may be asked to meet with an Associate Chair.**
- **If you have multiple special consideration requests (excluding requests pertaining to a documented disability with appropriate supporting documentation), your request may be refused.**
- **If you do not comply with the above instructions and timelines, or if your special consideration request is deemed unacceptable, your request will be denied and you will receive a grade of zero for the item you missed.**
- **If the department approves your special consideration request, you will be notified of the period of extension permitted.**
- **Students are expected to continue working on their assignments/study for tests to the best of their ability.**
- **Any extensions granted by the department are considered to be fair; are based on the documentation provided; and in-line with customary practice across the University. Decisions are non-negotiable. Any threats, or derogatory behavior will not be tolerated and will result in a formal report of the individual under the Student Code of Conduct.**

**The department (not the instructor) will inform you of the decision on your special consideration request via email to your U of T email account typically within one (1) week. However, you must submit your assignment per the instructions below as soon as you are able to do so; do NOT wait for the outcome of your special consideration request.**

#### **NEW IN 2020-21: Delayed Submission Policy (DSP)**

This course has a 24-hour Delayed Submission Policy (DSP). This means that you can submit your assignment/essay within 24 hours after the official due date without penalty. There is no need to submit documentation or to notify the instructor. Simply follow the standard submission process as outlined by the instructor. Any work submitted after this 24 hour grace period will be subject to the standard daily late penalty, which **will count from the original due date.**

- Students, who submit all assignments by the original due date, will qualify for a bonus point in the course.
- Students have the option of utilizing DSP or the regular Special Consideration process as outlined in the Extension of Time Special Consideration Process section above. Please note, the two policies cannot be combined and the DSP policy does not provide an additional extension to the standard Special Consideration process.

Late assignments must be submitted to the instructor via Quercus.

***False statements and/or documentation will be treated as academic offences and handled accordingly.***

#### **Late Assignments**

- In order not to be considered late, assignments must be submitted by the due date listed on the syllabus via Quercus and Turnitin.com. ***You are expected to keep a back-up, hard copy of your assignment in case it is lost.***
- Late assignments for reasons that are within your control will be penalized 5% marks per day. The penalty will run from the day the assignment was due until the day it is submitted to the instructor via Quercus.
- The penalty period includes weekends and holidays.
- Assignments that are more than seven (7) days late will not be accepted.
- Given multiple opportunities to submit ongoing weekly assignments (e.g. reaction cards, discussion board posts) and that each assignment is worth 5% or less, late assignments will not be accepted even for a reason beyond your control. Instead, you can skip turning in two reaction cards throughout the semester with no penalty.

Late assignments must be submitted in accordance with the instructions above; other faculty and staff within the department cannot and will not accept late assignments

## Re-marking Pieces of Term Work

### General

A student who believes that their written term work has a substantive error in grading may ask the person who marked the work for re-evaluation. 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 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 remarking process. Instructors must acknowledge receipt of a student request for remarking within **3-working days**, and decisions should be provided in a timely fashion.

If an academic misconduct case is in progress for the piece of term work in question, a student may not appeal until the matter is resolved.

### Details

**Regrade requests for term work worth less than 20%** of the final mark may be submitted to the person who marked the work for re-evaluation. The student must submit (1) the original piece of work and (2) a written explanation detailing why they believe the work was unfairly/incorrectly marked. If the student is not satisfied with this re-evaluation, he or she may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In those instances where the instructor was not the one who marked the work, the student must now submit to the instructor (1) the original piece of work, (2) the written reasons as to why they believe the work was unfairly/incorrectly marked, and (3) communications from the original marker as to why no change in mark was made. If a remarking is granted by an instructor, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition. Instructors and TAs should ensure all communication with the student is in writing (e.g. follow-up email) and keep a copy for later reference.

**Only term work worth at least 20%** of the course mark may be appealed beyond the instructor. Such appeals must first follow the same guidelines as those mentioned directly above for work worth less than 20%. To escalate an appeal beyond the instructor, the student must submit to the [academic counsellor](#) (1) all previous communications between the student, original marker, and the instructor (2) the detailed reason(s) documenting why the mark for the work was inappropriate and (3) the original piece of work. If the department believes that re-marking is justified, the department shall select an independent reader. The student must agree in writing to be bound by the results of the re-reading process or abandon the appeal. Again, the student must accept that the mark resulting from the appeal may be higher or lower or the same as the original mark.

Where possible, the independent reader should be given a clean, anonymous copy of the work. Without knowing the original assigned mark, the reader shall determine a mark for the work. The marking of the work should be considered within the context of the course of instruction for which it was submitted. If the new mark differs substantially from the original mark, the department shall determine a final mark taking into account both available marks.

The final level of appeal is to the [Dean's Office](#). Appeals must already have been considered at the two previous levels (Instructor followed by Department), with the decision reviewed by the head of the academic unit, before they will be considered by the [Dean's Office](#). **Appeals must be submitted in writing, and include all previous correspondence, as soon as possible after the student receives the final response from the academic unit, but no later than one month after.** Appeals to the [Dean's Office](#) about the marking of term work will be reviewed to ensure that appropriate procedures have been followed in earlier appeals, that the student has been treated fairly, and that the standards applied have been consistent with those applied to other students doing the assignment. Any mark resulting from such an appeal will become the new mark, whether it is higher or lower or the same as the previous one.

This process applies only to term work; appeals for re-reads of final examinations are handled directly by the [Office of the Registrar](#).

### **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.**

- Assignments must be submitted to the instructor via Quercus.
- Assignments will not be accepted via email. See above for how to submit them.
- All course communication should be conducted through Quercus or your U of T email account.
- All emails must include the course code (e.g., SOC231) 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 24 hours or 1 working day 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 Discussions.

### **Classroom Etiquette**

Students are expected to arrive at class on time.

Students are expected to come to class having read the assigned readings and ready to engage in discussion about them.

Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

### **Academic Integrity**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto Mississauga is a strong signal of each student’s individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

[The University of Toronto’s Code of Behaviour on Academic Matters](#) outlines behaviours that constitute academic dishonesty and the process for addressing academic offences.

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean’s office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.

Students are expected to cite sources in all written work and presentations. See these links for department citation formats and tips for how to use sources well:

- <http://www.utm.utoronto.ca/sociology/resources/resources-students>
- <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

With regard to **remote learning and online courses**, UTM wishes to remind students that they are expected to adhere to [the Code of Behaviour on Academic Matters](#) regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

### **Remote assessments:**



- Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
- Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
- Posting test, essay, or exam questions to message boards or social media.
- Creating, accessing, and sharing assessment questions and answers in virtual "course groups."
- Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in [the Code of Behaviour on Academic Matters](#). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other [institutional resources](#).

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the "Code of Behaviour on Academic Matters ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)) and Code of Student Conduct (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be required to submit their course essays to Turnitin.com 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 Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

## **Student Services and Resources**

### **Accessibility**

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code, including those who have a physical, sensory, or learning disability, mental health condition, acquired brain injury, or chronic health condition, be it visible or hidden.

If you have a disability or health consideration that may require accommodations, please approach Accessibility Services as soon as possible. The Accessibility staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

To register with Accessibility, please call the centre at 905-569-4699 or e-mail [access.utm@utoronto.ca](mailto:access.utm@utoronto.ca).  
<http://www.utm.utoronto.ca/access>

### **Robert Gillespie Academic Skills Centre**

The centre offers wide-ranging support to help students identify and develop the academic skills they need for success in their studies, including: understanding learning styles; essay and report writing; time management; lecture-listening; note-taking; and studying for tests and exams. <http://www.utm.utoronto.ca/asc/>

### **UTM Library (Hazel McCallion Academic Learning Centre)**

The UTM library provides access to a vast collection of online and print resources to faculty, staff, and students. Various services are available to students, including borrowing, interlibrary loans, online references, research help, laptop loans and the RBC Learning Commons.  
<http://library.utm.utoronto.ca>

A variety of **other student support services and resources** can be found at <http://www.utm.utoronto.ca/current-students>, including academics, health, wellness and student services.

### **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. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at [edo.utm@utoronto.ca](mailto:edo.utm@utoronto.ca) or the University of Toronto Mississauga Students' Union Vice President Equity at [ypequity@utmsu.ca](mailto:ypequity@utmsu.ca).