

University of Toronto Mississauga – Sociology
SOC411H5S LEC0101 Winter 2018
Sustainability, Risk, and Science-in-the-making
Tuesdays, 11:00 AM – 1:00 PM, NE 3160

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Course Description

This seminar course focuses on problems related to sustainability, risk, and science-in-the-making. We will depart from the standard classroom lecture and library research format. Although we will still meet once per week, and I will sometimes deliver lectures, it is my hope that you will choose to work with a community-based organization working in the Peel Region on a significant issue related to sustainability, risk, and the production of scientific knowledge. We have arranged for you to work with several terrific organizations working in the Peel Region on a variety of initiatives. This should be rewarding for you because you'll get first-hand work and research experience and a “foot in the door” to some great organizations. Likewise, our partnering organizations will benefit from your talented assistance on important projects and initiatives.

Our expectation is that you will spend between 10-20 hours over the course of the semester working on an initiative identified by the partnering organization. If you opt out of volunteering with a partner organization, you will need to design your own research program focused on an issue or problem related to sustainability and risk in the Peel Region. Over the course of the semester, you will report on your experiences across various qualitative research assignments, a formal presentation at an end of the semester event in which members of the partnering organizations will attend, and a final research paper.

Prerequisites, Exclusions, CSL Group

Departmental approval is required and the course is restricted at all times to students in the following groups:

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

Class/Seminar Format

A typical class will involve interactive lectures that goes over assignments, occasional audio/visual material, group updates on your activities within the partnering organizations, troubleshooting challenges faced in your field sites, discussion of research progress, and occasional exercises. Your participation is essential to this small group seminar.

Participation does not require you to be correct. Learning involves making mistakes. As economist Kenneth Boulding once said, “Nothing fails like success because we don't learn from it. We learn only from failure.” We will try to draw on sociological theories and empirical research to build up portable insights that help make sense of contemporary social worlds. Building anew sometimes involves making mistakes along the way, but it forges critical thinking skills that will remain with you a lifetime.

Learning Outcomes

This course is focused on engaging with sociological analysis and first hand research on institutions working at the nexus of sustainability, risk, and science. My main goal, however, is that you leave this course with a set of skills useful for critical assessment and expression that remain with you long after the details of specific topics fade. In that spirit, by the end of this course you should be able to understand, communicate, and write about sociological and transdisciplinary theories of sustainability and risk, how different forms of data and scholarly engagement can be brought to bear on these issues, and the vital importance of thinking them through both on your own and in collaboration with peers. The topics and ideas we cover should prove useful for making sense of contemporary societies as well as, ideally, building a better shared world. Finally, by sharing your research with peers and your research skills with members of your partnering organizations, you will learn critical skills of collaboration, consensus, and presenting ideas.

Textbooks and Other Materials

Articles and book chapters will be posted to Quercus or available through the UTM Library. The assigned books are available for purchase at UTM Bookstore, <http://uoftbookstore.com>, located on the first floor of the Davis Building, 905-828-5272:

- Hannigan, John. 2014. *Environmental Sociology, Third Edition*. New York, NY: Routledge.
- Tierney, Kathleen. 2014. *The Social Roots of Risk: Producing Disasters, Promoting Resilience*. Stanford, CA: Stanford University Press.
- Berg, Bruce L. and Howard Lune. 2017. *Qualitative Research Methods for the Social Sciences, 9th Edition*. Upper Saddle River, NJ: Pearson Education.

Evaluation Components and Grading Policies

Type	Description	Date(s) Due	Weight
Class Participation	Engage with course content, class activities and discussions, and active listening.	ongoing	10%
Assignment 1	Memo on your organization from an outside and inside point of view	1/29/19, 11:59 PM	10%
Assignment 2	Interview guide, focus group guide, questionnaire, or survey schedule	2/12/19, 11:59 PM	10%
Assignment 3	Memo on the initial results of interviews, focus groups, questionnaire, or survey	2/26/19, 11:59 PM	10%

Assignment 4	Memo on three (3) possibilities for “what is your case a case of?”	3/05/19, 11:59 PM	10%
Assignment 5	Presentation slides	3/12/19, 11:59 PM	10%
Assignment 6	Formal Presentation at UTM Sustainability and Risk Research Symposium	3/26/19 or 4/02/19	15%
Assignment 7	Final Research Report on Sustainability, Risk, and Science in the Peel Region	4/04/19, 11:59 PM	25%
		Total:	100%

Grading

Class Participation - Each class will allow time for questions and discussion. I value your input and feedback. Your ongoing engagement is essential to your success in this class. The overall participation points will be evaluated using the following criteria:

- 10** Student is always present, comes fully prepared, engages expertly, respectfully, and regularly with the materials and classmates, listens attentively, and always contributes to discussion.
- 8-9** Student is typically present, comes prepared, contributes respectfully and often with the material and classmates, listens attentively, and regularly contributes to discussion.
- 6-7** Student attends class sporadically, but is generally prepared, engages with course material and classmates, listens, and makes some efforts in discussion.
- 3-5** Student attendance and participation is marginal.
- 0-2** Student makes little to no contribution to class meetings or is disruptive.

Assignment 1: Outside/Inside View

In a memorandum of about 800-1000 words, describe the partner organization you are working with as well as the particular initiative you are working on (if you are not volunteering with a partner org., you should describe the sustainability issue you have identified and an organization in the Peel Region that is working on it). The goal is to move beyond a simple replication of how the organization describes itself by providing a sociological characterization from both an outsider and an insider point of view. Be sure to consult esp. Berg and Lune, ch. 6, while working on this assignment.

The first part of your sociological characterization should focus on how the partner organization publically represents itself through its web site or other publically available self-descriptions like pamphlets, press releases, brochures, and the like. That is, what can you learn about the organization and the initiative(s) you are involved with from the outside? What are their primary goals? Do they identify any obstacles to accomplishing their goals? What is the organization’s size, scope, and reach? How would you characterize their public outreach efforts?

In the second part, develop a sociological characterization of your partner organization based on your observations from the inside. Before you write this up, you will need to take a good set of notes on your initial impressions of your organization after visiting and talking to its members. More details will be discussed and distributed in class about what and how to observe. The emphasis in this part of the characterization should be on what you observed about how the organization works on a day-to-day basis. How would you characterize daily routines? What do

you think you have learned about the organization that you did not know from the outside looking in? What did you learn that was different from your view of the organization from the outside? What new insights do your observations provide in terms of the organization's goals, obstacles, size, scope, or reach?

Assignment 2: Interview guide, focus group guide, questionnaire, or survey schedule

Put together a data collection instrument for planned individual interviews, focus group interviews, questionnaire, or survey schedule that you will use to gather data on key members of your organization and/or a specific initiative or issue. General guidelines for preparing these instruments will be distributed in class, although the specific questions, topics, and flow will vary according to the data collection instrument used and the sort of data you are trying to collect. Be sure to consult Berg and Lune, ch. 4, Magnusson and Marecek's "Designing the Interview Guide," (plus Berg and Lune, ch. 5 if you plan to do focus groups).

Assignment 3: Memo on the initial results of interviews, focus group, questionnaire, or survey

After you have collected and transcribed 2-3 interviews, half-a-dozen questionnaires, conducted a focus group, or received about a dozen survey results, write up a 500-700 word memo that summarizes what the main results of your data appear to be. Also, reflect on how these results confirm what you thought you would discover as well as how they surprise you. What do you find especially interesting in your data at this stage? Develop a "systematic filing system" for sorting your data and describe this system in the memo. Be sure to consult Berg and Lune, chs. 4, esp. the section on "Analyzing Data Obtained from the Dramaturgical Interview," Magnusson and Marecek's "Doing the Interview", and Berg and Lune ch. 11, esp. the section on "Open Coding," (plus Berg and Lune, ch. 5 if you have done focus group interviewing).

Assignment 4: Memo on three (3) possibilities for "what is your case a case of?"

In a memo of about 500-700 words, propose three (3) distinct possibilities for what you might focus on in your final report. That is, answer the question of "what is your case a case of?" in three different ways. The focus should be on the main sociological problem at stake in your research project. Each of the 3 possibilities should include a central research question based on the case. Consult Berg and Lune, Ch. 10 and the optional readings by Walton and Dumez.

Assignment 5: Presentation slides

Prepare presentation slides for your formal presentation at the UTM Sustainability and Risk Research Symposium. The arrangement, number, and type of slides you use will depend on the nature of the project. However, all slide shows should be oriented to a 10-12 minute presentation.

Assignment 6: Formal Presentation at Research Symposium

Present your research at the 1st Annual UTM Sustainability & Risk Research Symposium.

Assignment 7: Final Research Report

Prepare a final empirical research report on sustainability, risk, and science in the Peel Region based on your data collection on and/or with your community partner organization or chosen case study. These reports should be about 3500-5000 words in length (or about 12 to 15 pages at double-spaced, 12-size font, not including images, tables, graphs and appendixes. No report should exceed 20 pages in length).

Course Schedule

Week 1 (1/08): Introduction

Topical:

- [Kuhlman, T., & Farrington, J. \(2010\). "What is sustainability?" *Sustainability*, 2\(11\), 3436-3448.](#)
- [The Natural Step Canada. 2012. *Canada Sustainability Primer: Step by Natural Step*. Creative Commons.](#)

Methodological:

- Berg and Lune, chs. 1 (Introduction) & 2 (Designing Qualitative Research), from *Qualitative Research Methods for the Social Sciences*

Week 2 (1/15): Environmental Sociology and Sustainability

Topical:

- Hannigan, chs. 1 (Planet in peril), 2 (Environmental sociology: key perspectives and controversies), & 3 (Social construction of environmental issues and problems), from *Environmental Sociology, Third Edition*

Methodological:

- Berg and Lune, chs. 3 (Ethical Issues), from *Qualitative Research Methods for the Social Sciences*

Week 3 (1/22): Environmental Sociology and Sustainability

Topical:

- Hannigan, ch. 5 (Media and Environmental Communication)
- [Schlosberg, D., & Coles, R. \(2016\). "The new environmentalism of everyday life: Sustainability, material flows and movements." *Contemporary Political Theory*, 15\(2\), 160-181.](#)

Methodological:

- Berg and Lune, ch. 7 (Action Research), from *Qualitative Research Methods for the Social Sciences*

Week 4 (1/29): The Social Roots of Risk

Topical:

- Tierney, chs. 1 (Risking More, Losing More) & 3 (A Different Perspective: The Social Production of Risk), from *The Social Roots of Risk*.
- Hannigan, ch. 7 (Risk construction), from *Environmental Sociology, Third Edition*

Methodological:

- Berg and Lune, ch. 6 (Ethnographic Field Strategies), from *Qualitative Research Methods for the Social Sciences*
- OPTIONAL BUT RECOMMENDED: Goffman, Erving; "Regions and Region Behavior" from *The Presentation of Self in Everyday Life*

Assignment 1 Due:

- Outside/Inside View

Week 5 (2/5): The Social Roots of Risk

Topical:

- Tierney, chs. 4 (Culture and the Production of Risk) and 5 (Organizations, Institutions, and the Production of Risk).

Methodological:

- Berg and Lune, ch. 4 (A Dramaturgical Look at Interviewing), from *Qualitative Research Methods for the Social Sciences*
- ["Designing the Interview Guide." in Magnusson, E., & Marecek, J. \(2015\). *Doing Interview-based Qualitative Research: A Learner's Guide*. Cambridge: Cambridge University Press.](#)

Week 6 (2/12): Risk and Vulnerability

Topical:

- Tierney, ch. 6 (Communities and Societies at Risk), from *The Social Roots of Risk*.
- [Coppolla, Damon P. 2015. Excerpt from "Ch. 3: Risk and Vulnerability" \(read pgs. 192-223\) in *Introduction to International Disaster Management*. Waltham, MA: Elsevier.](#)

Methodological:

- Berg and Lune, ch. 11 (An Introduction to Content Analysis), from *Qualitative Research Methods for the Social Sciences*
- ["Doing the Interview." in Magnusson, E., & Marecek, J. \(2015\). *Doing Interview-based Qualitative Research: A Learner's Guide*. Cambridge: Cambridge University Press.](#)

Assignment 2 Due:

- Prepare an interview guide, focus group interview guide, questionnaire, and/or a survey schedule

Week 7 (2/19): READING WEEK, NO CLASS

Week 8 (2/26): What is your case a case of?

Topical:

- Hannigan, ch. 9 (Fear of fracking), from *Environmental Sociology, Third Edition*

Methodological:

- Berg and Lune, Ch. 10 (Case Studies), from *Qualitative Research Methods for the Social Sciences*

OPTIONAL BUT RECOMMENDED:

- John Walton. 1992. "Making the Theoretical Case." Pp. 121-137 in *What is a Case? Exploring the Foundations of Social Inquiry*. Edited by Charles C. Ragin and Howard S. Becker. Cambridge and New York: Cambridge University Press.
- Dumez, H. (2015). "What Is a Case, and What Is a Case Study?" *Bulletin of Sociological Methodology/Bulletin de Méthodologie Sociologique*, 127(1), 43-57.

Assignment 3 Due:

- Memo on initial results of interviews, focus groups, questionnaire, or survey

Week 9 (3/5): Crisis and Adaptation

Topical:

- Tierney, ch. 7 (Defining Resilience in Relation to Risk) and 8 (Adaptive Resilience in the Face of Disasters) from *The Social Roots of Risk*.
- [Schlosberg, D., Collins, L. B., & Niemeyer, S. \(2017\). "Adaptation policy and community discourse: risk, vulnerability, and just transformation." *Environmental Politics*, 26\(3\), 413-437.](#)

Methodological:

- Choose one of the following chs. From Berg and Lune: 5 (Focus Group Interviewing), 8 (Unobtrusive Measures in Research), or 9 (Social Historical Research and Oral Traditions). Your choice should be based on which chapter or research technique you believe may be most useful or relevant to your organization or your research project.

Assignment 4 Due:

- Memo on three (3) possibilities for "what is your case a case of?"

Week 10 (3/12): Writing Research Papers

Topical:

- Tierney, ch. 9 (Looking Ahead: A Move Toward Safety, or More of the Same?), from *The Social Roots of Risk*.

Methodological:

- Berg and Lune, Ch. 12 (Writing Research Papers: Sorting the Noodles from the Soup)

Assignment 5 Due:

- Presentation slides

Week 11 (3/19): Writing Research Papers

Methodological:

- [Becker, Howard. Ch. 1 \(Freshman English for Graduate Students\), 2 \(Persona and Authority\), and 11 \(Terrorized by the Literature\) from *Writing for Social Scientist, Second Edition*.](#)

Week 12 (3/26): 1st Annual UTM Sustainability & Risk Research Symposium

Assignment 6 Due:

- Formal Presentation at Research Symposium (schedule of presentations TBD)

Week 13 (4/2): 1st Annual UTM Sustainability & Risk Research Symposium

Assignment 6 Due:

- Formal Presentation at Research Symposium (schedule of presentations TBD)

Assignment 7 Due (**Thursday, April 4, 11:59 PM**)

- Final Research Report

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)
- 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), attending a wedding, lack of preparation, technology failure, or too many commitments 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:

1. 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/>.
2. Submit appropriate supporting documentation within three (3) days (including weekends and holidays) of the missed test date via email to socscr.utm@utoronto.ca or the dropbox for supporting documentation located in the Department of Sociology. All documentation must be in its original form. If 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.
 1. If illness/injury is cited as the reason for the missed test, you must submit a [U of T Verification of Student Illness or Injury form](#) (VOI) stating you were examined and diagnosed on the day of the test or immediately after (i.e., the next day), and indicating a serious degree of incapacitation on academic functioning (e.g., unable to complete an assignment, unable to write a test/examination). The VOI must also include a statement by the physician that explicitly notes you are unable to write the test on the date concerned. A statement from a physician that merely confirms a report (after the fact) of illness/injury made by the student is not acceptable.
 2. If you missed a test for a reason connected to your registered disability, the department can only accept documentation provided by Accessibility Services.

3. 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, consult the [sociology academic counsellor](#) regarding appropriate supporting documentation for your special consideration request.
4. 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 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.

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:

1. Submit an online special consideration request form within three (3) days (including weekends and holidays) of the assignment due date via <https://app.utm.utoronto.ca/SpecialRequest/>.
2. Submit appropriate supporting documentation within three (3) days (including weekends and holidays) of the assignment due date via email to socscr.utm@utoronto.ca or the dropbox for supporting documentation located in the Department of Sociology. All documentation must be in its original form. If 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.

1. If illness/injury is cited as the reason for the missed deadline, you must submit a [U of T Verification of Student Illness or Injury form](#) (VOI) stating you were examined and diagnosed on the day of the missed deadline or immediately after (i.e., the next day), and indicating a serious degree of incapacitation on academic functioning (e.g. unable to complete an assignment, unable to write a test/examination). The VOI must include a statement by the physician that notes the precise period that you are unable to complete your assignment. A statement from a physician that merely confirms a report (after the fact) of illness/injury made by the student is not acceptable. If you need additional extensions for the same assignment, you must follow the aforementioned procedures with the same physician.
2. 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 department can only accept documentation provided by Accessibility Services.
3. 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, consult the [sociology academic counsellor](#) regarding appropriate supporting documentation for your special consideration request.
4. 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](#).
5. 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 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.**

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.

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/or 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 and/or Turnitin.com.
- 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 the weekly assignments and that they are worth less than 5% each, such as discussion board posts or in-class exercises, late assignments will not be accepted even for a reason beyond your control. You can miss one discussion post without 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](#).

Grade Appeals

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 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 instructor 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. Submit a hardcopy of the package to the instructor either during office hours or in class.

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 and/or Turnitin.com.
- 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., SOC411) 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 prepared by having read the assigned readings and ready to engage in discussion about them. If and when (at the instructor's discretion) laptop usage is allowed in class, they should be used for notes only. Other uses (e.g., emailing, web surfing) will result in the student being required to turn off the laptop and it may affect their participation mark.

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

Academic Integrity

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>

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) 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.
<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 or the University of Toronto Mississauga Students' Union Vice President Equity at vpequity@utmsu.ca.