

**DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF TORONTO MISSISSAUGA**

**SOC439Y5Y LEC9101
Research Project in Sociology
Course Outline - Fall 2020**

Table of Contents

Table of Contents	1
Course Description	2
Detailed Course Description	2
Learning Outcomes	2
Textbooks and Other Materials	2
Evaluation Components	3
Grading	3
Class/Seminar Format	4
Procedures and Rules	5
Missed Tests/Quizzes or Late Assignments	5
Extension of Time Special Consideration Process	5
Late Assignments	6
Re-marking Pieces of Term Work	6
Electronic Communication and Electronic Learning Technology	7
Classroom Etiquette	7
Academic Integrity	7
Student Services and Resources	8
Equity & Diversity	8
Course Schedule	10

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Course Outline - Fall 2020**

Class Location & Time	Tue, 01:00 PM - 03:00 PM
Instructor	Hae Yeon Choo
Office Location	Online on Zoom (link will be provided)
Office Hours	Tuesdays 3:15-4:15
E-mail Address	hy.choo@utoronto.ca
Course Web Site	https://q.toronto.ca

Course Description

This is a seminar course where students engage in an independent research project supervised by a faculty member in Sociology. Students develop a research proposal, conduct independent research, analyze data and present findings. Admission by academic merit. Interested students should submit an application to the Department of Sociology (see website for details). Preference given to eligible Sociology Specialists and Majors.[48S]

Prerequisite: (SOC205H5 or SOC231H5) and SOC221H5 and SOC222H5 and 4th Year Standing and permission of instructor (SSc E)

Distribution Requirement: SSc E

It is your responsibility to ensure that the prerequisites for this course have been met. Students without the prerequisites can be removed at any time. No waivers will be granted.

Detailed Course Description

This is a seminar course where students will pursue advanced research supervised by a faculty member in Sociology. All students will pursue a research question of their interest, develop a research proposal, conduct independent research, analyze data, present findings, and complete a final paper by the end of the academic year. The primary goal is to provide students an opportunity to get hands-on experience of conducting empirical research on sociological issues. The seminar discussions will focus on the craft of sociological research, including both theory and method.

Prerequisite: (SOC205H5 or SOC231H5) and SOC221H5 and SOC222H5 and 4th Year Standing and permission of instructor

Distribution Requirement: SSc EXP

It is your responsibility to ensure that the prerequisites for this course have been met. Students without the prerequisites can be removed at any time. No waivers will be granted.

Learning Outcomes

Course Objectives

At the end of the course, students will be able to:

- Select research topic, formulate a research question, and research the question by synthesizing it with the existing literature on the topic.
- Compare and contrast research methodologies to select an appropriate methodology to produce a research proposal.
- Collect original qualitative data and collect or use selected secondary quantitative data.
- Analyze qualitative and quantitative data and effectively communicate the findings.
- Effectively present the results of analysis of qualitative and quantitative data.
- Develop a conceptual argument that draws on a review of the literature.
- Write a research paper that satisfies the standard of sociological research and writing.
- Complete a peer review of other students' research papers.
- Conduct independent research in Sociology and Criminology, Law and Society.

Textbooks and Other Materials

Required Readings

Journal articles and other materials are posted on Quercus, or given as an online link.

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

Evaluation Components

Type	Description	Due Date	Weight
Assignment	Reading Responses (3% x 4 times)	On-going	12%
Assignment	Writing Assignments (3% x 9 times)	On-going	27%
Class Participation	Class Participation (5% for each Term)	On-going	10%
Other	Individual Consultation with instructor (1% x 6 times)	On-going	6%
Presentations	Research Statement Presentation + Assigned Feedback/Question	2020-11-24	5%
Presentations	Working Paper Presentation + Assigned Feedback/Question	2021-02-09	5%
Presentations	Final Paper Presentation + Assigned Feedback/Question	2021-04-06	10%
Assignment	Final Paper	2021-04-13	25%
Total			100%

You should receive at least one significant mark (15%) before the last day you can drop a course without academic penalty.

Please note that Grades in Quercus gives early access to preliminary grades; it does not represent your official final marks. For final grades logon to [ACORN](#).

Grading

Information about Key Writing Assignments

First research statement: (1,000-1,500 words) Due November 24, 2020

The first research statement will establish the foundation for the subsequent research process and must include the following subheadings with appropriate content:

1. *Introduction:* Here you specify the research problem, provide a rationale for the *significance* of the problem, and provide research questions (no more than three) that will guide the research.
2. *Literature Review:* A focused, short discussion of how the existing sociological literature on the topic relates to your chosen problem (include a short bibliography for all text citations).
3. *Methods:* a brief discussion of the major methodological facets of the proposed research, with special attention to data source, method of collection and analysis; and, where necessary, any particular challenges that you may anticipate with regard to data collection and how you intend to remedy them.

For interview data, this would be a description, perhaps in table form, of the composition of your sample with relevant sociodemographic information. For survey data, this would be a table that describes the distribution of the dependent variable(s), independent variables, and control variables in your data set.

Second research statement: (2,000-3,000 words) Due December 6, 2020

The second research statement will be a more fully developed version of the first that takes into account the comments received from the professor and classmates on the first version. Your second research statement should expand and develop the following sections:

1. *Introduction:* Outline the relevance of the defined research problem in relation to key debates and social issues; elaborate the key arguments and unique contribution of paper; and where appropriate, present an outline of analytical and research plan, including discussion of data and preliminary presentation of sample characteristics or case(s).
2. *Literature Review:* Expanded discussion of the relevant sociological literature with the task of connecting it to your research

question and data analysis strategy. Here you will want to show: 1) command of the existing literature on your topic and 2) specify your intended contribution to the literature-how are you building on or extending it.

3. *Methods: Revise section, if necessary.* Be sure to be clear in your discussion of the types of method you are utilizing to address the research question. Where appropriate, discuss analytical and research plan, including discussion of data, and preliminary presentation of sample characteristics or the context of the case study or comparison. If your data collection was not complete earlier, then include in this draft the descriptives of your data.
4. *Preliminary data analysis/empirical discussion:* Here, you should also begin to analyze your data and report some preliminary findings.
5. *Response memo:* When you submit this document, you must also include submit a separate section in the end that details how you responded to the feedback you received from the professor and peers. If you receive suggestions that you are not following or accommodating, you explain why in this memo. For the feedback that you are incorporating into your revisions, you describe the changes you made and any significant implications of these changes. It can also be very helpful in clarifying for yourself how your paper is changing.

Working Paper: (3,000-4,000 words) Due February 9, 2021

The working paper should be about 4000 words, excluding bibliography and tables. This submission should look and feel much like the first draft of a research paper-including your results thus far-except that you should also include notes about unresolved problems regarding theory, data and analysis. In other words, we want to know what still needs to be done. Submit again a response memo. The working paper must include the following elements:

1. A well-developed literature review (not an annotated bibliography). We suggest that you look to well-respected sociological journals for guidance.
2. A very clear explanation on how your research will build on this. How will you contribute new knowledge based on the previous literature? What will you tell us we didn't know before, what makes it worth knowing, and why will you be able to do it?
3. A very clear description of the data and methods. Think in terms of whether or not someone could replicate your work based on how you've described it.
4. A clear write up of your results. In other words, there should be an initial attempt to analyze your data. That is, you should provide clear interpretations of your quotes, documents or field notes using the relevant literature or theory.
5. Again, submit a response memo as a separate section in the end, summarizing what changed from the previous version.

Final paper: (6,000-8,000 words) First Draft Due March 20, Final Draft Due April 13, 2021

The first draft of your complete paper will look like a shorter version of a journal article. Of utmost importance in this draft is the careful match of evidence to claims and data to argument. At this stage you should have a clearly articulated research problem, a clear and succinct literature review that logically ends with your research question(s), a clear and detailed methodological section, a clear and succinct data analysis section, and a compelling discussion section that hammers home your key points and advances your contribution. The paper should include:

1. Title Page with name, date, word count.
2. Abstract that conveys key elements of the research problem, sample/data, findings, and contribution (200-word max).
3. Introduction with a clear articulation/framing of the importance of this question for the scholarly literature and/or the welfare of society. Often intros are three paragraphs, with the first two outlining the issue/state of the literature, and the third indicating what this study, with this particular data, will build on or extend that literature.
4. A well-developed critical literature review where you use the literature (empirical and/or theoretical) to set up the contribution of your research. Use meaningful headers. Often this section ends with a one-paragraph summary and restatement of your research questions.
5. A clear, concise description of the sample, data and measures.
6. A presentation and analysis of the results that directly address the central question(s) of your research project.
7. Brief conclusion section summarizing the contribution. This is typically only 1-2 paragraphs.

* Detailed guidelines about writing assignments and reading responses will be given in class.

Class/Seminar Format

Students are expected to attend synchronous online class on Zoom, read assigned course material before class, and prepare for, lead, and actively participate in classroom discussions and workshops. Students are also expected to visit the course website on a weekly basis and check for updates from the instructor, as well as follow discussions. Also, you are expected to be respectful of fellow classmates in discussions and lectures, curious and open-minded about others' and one's own perspectives, and cultivate

an environment for mutual growth through collaboration and dialogue.

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>.

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. 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 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.

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. ***You are expected to keep a back-up 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.

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., SOC439) 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 48 hours 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.

Classroom Etiquette

Students are expected to arrive at class on time.

Students are expected to attend synchronous online class on Zoom, read assigned course material before class, and prepare for, lead, and actively participate in classroom discussions and workshops. Students are also expected to visit the course website on a weekly basis and check for updates from the instructor, as well as follow discussions. Also, you are expected to be respectful of fellow classmates in discussions and lectures, curious and open-minded about others' and one's own perspectives, and cultivate an environment for mutual growth through collaboration and dialogue.

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) 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.

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 ypequity@utmsu.ca.

Course Schedule

Date	Topic
2020-09-15	Course Introduction
2020-09-22	Brainstorming Research Topics and Questions: Researching the Current Moment Beaman, Jean. "Underlying Conditions: Global Anti-Blackness Amid COVID-19." <i>City & Community</i> . Published Online First: https://onlinelibrary.wiley.com/doi/full/10.1111/cico.12519 Ameeriar, Lalaie. "The sanitized sensorium." <i>American Anthropologist</i> 114, no. 3 (2012): 509-520. https://www.toronto.ca/home/covid-19/covid-19-latest-city-of-toronto-news/covid-19-status-of-cases-in-toronto/ (Focus on the two taps: "Covid-19 Toronto Neighborhood Maps" & Ethno-Racial Group, Income, and Covid-19 Infection") https://www.cbc.ca/news/canada/montreal/race-covid-19-montreal-data-census-1.5607123 (Focus on the methods) These Statistics Canada websites below provide datasets that some of you may want to explore for your own research projects. <u>Please spend 30 minutes</u> to take a look and browse what's available: https://www150.statcan.gc.ca/n1/daily-quotidien/200904/dq200904a-eng.htm https://www.statcan.gc.ca/eng/covid19?HPA=1 <u>Submit Reading Response 1 before class, by 1pm on Sept 22</u>
2020-09-29	Choosing the Research Topic and Questions Collins, Patricia Hill. "Learning from the outsider within: The sociological significance of Black feminist thought." <i>Social problems</i> 33, no. 6 (1986): 14-32. Select Peel Urbanscape blog posts: https://peelurbanscapes.wordpress.com/ Recommended reading: one post each from different categories are required (see below), but browsing and reading other postings are recommended Diaspora Food Memories: https://peelurbanscapes.wordpress.com/2017/01/18/remembering-ghana-and-my-mothers-smile/ Housing Essays: https://peelurbanscapes.wordpress.com/2017/03/14/embracing-change-settling-down-growing-up-in-california/ People of Peel: https://peelurbanscapes.wordpress.com/2017/04/03/witnessing-transformation-personal-and-demographic-change-in-brampton/ Neighborhoods: https://peelurbanscapes.wordpress.com/2017/04/11/deconstructing-the-myth-of-dangerousness-on-10-and-5/ Photo Essay: https://peelurbanscapes.wordpress.com/2017/04/12/parkdale-photo-essay-by-loki/ <u>Submit Reading Response 2 before class, by 1pm on September 29, 2020</u>

2020-10-06	<p>Research Design and Data Collection: Scholarly Articles, Sociologically Informed Essays/Reports/Journalistic Articles, and Policy Briefs, as Models</p> <p>Korteweg, Anna C. "The Sharia debate in Ontario: Gender, Islam, and representations of Muslim women's agency." <i>Gender & society</i> 22, no. 4 (2008): 434-454.</p> <p>The Case for Reparations by Ta-nehisi Coates: https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/</p> <p>https://www.unwomen.org/en/digital-library/publications/2020/04/policy-brief-the-impact-of-covid-19-on-women</p> <p><u>Submit Reading Response 3 before class, by 1pm on October 6, 2020</u></p>
2020-10-20	<p>Presentations of Research Topics and Questions</p> <p><u>Workshop: Research Topics, Questions, and Methods</u></p> <p><u>Submit Assignment 1 (Workshop Sheet) before class, by 1pm on October 20, 2020</u></p>
2020-10-27	<p>Designing the Research Project</p> <p><u>First individual consultation with instructor</u></p>
2020-11-03	<p>The Research Process and Literature Review</p> <p>Choo, Hae Yeon. "In the Shadow of Working Men: Gendered Labor and Migrant Rights in South Korea" <i>Qualitative Sociology</i> 39.4 (2016): 353-373.</p> <p>Hamilton, Laura, and Elizabeth A. Armstrong. "Gendered sexuality in young adulthood: Double binds and flawed options." <i>Gender & Society</i> 23, no. 5 (2009): 589-616.</p> <p><u>Submit Reading Response 4 (with a focus on how the literature review is structured) before class, by 1pm on November 3, 2020</u></p>
2020-11-10	<p>Research Statement Writing: Literature Review and Methods</p> <p><u>Submit Assignment 2 (Annotated Bibliography + A statement about your plan to structure the literature review) before class, by 1pm on November 10, 2020</u></p>
2020-11-17	<p>Finalize the Research Project Design</p> <p><u>Second individual consultation with instructor</u></p>
2020-11-24	<p>Preliminary Data Collection + Pilot Study</p> <p><u>Research Statement/Pilot Study Results Presentation-Group A (Group B commenting)</u></p> <p><u>Submit Assignment 3 (First Research Statement) before class, by 1pm on November 24, 2020-for both Group A and B</u></p>
2020-12-01	<p>Preliminary Data Collection + Pilot Study--Continued</p> <p><u>Research Statement/Pilot Study Results Presentation-Group B (Group A commenting)</u></p>

2020-12-08	<p>Data Collection Check-in and Refining the Method</p> <p><u>Third individual consultation with instructor</u></p> <p><u>Submit Assignment 4 (Second Research Statement + Revised/Extended Annotated Bibliography) by noon, 12pm on December 8, 2020 (Tuesday)</u></p>
2021-01-12	<p>Presentations of Preliminary Data Collection</p> <p><u>Workshop: Preliminary Data Collection Results</u></p> <p><u>Submit Assignment 5 (Data Collection and Analysis Workshop Sheet) before class, by 1pm on January 12</u></p>
2021-01-19	<p>Data Collection Wrap-Up</p> <p><u>Fourth individual consultation/check-in with instructor about data collection</u></p>
2021-01-26	<p>Data Analysis and Paper Writing</p> <p><u>Workshop: Data Analysis</u></p> <p><u>Submit Assignment 6 (Outline of Data Analysis + Workshop Sheet) before class, by 1pm on January 26, 2021</u></p>
2021-02-02	<p>Public Sociology: Communicating the Research to Broader Audience</p> <p><u>Submit Assignment 7 (Blog post, op-ed, or other format, based on your research; about 700 words) before class, by 1pm on February 2, 2021</u></p>
2021-02-09	<p>Working Paper Presentation I: Group B (Group A commenting)</p> <p><u>Submit Assignment 8 (Working Paper) before class, by 1pm on February 9, 2021-for both Group A and B</u></p>
2021-02-23	<p>Working Paper Presentation II: Group A (Group B commenting)</p>
2021-03-02	<p>Fifth individual consultation with instructor: Group B</p>
2021-03-09	<p>Fifth individual consultation with instructor: Group A</p>
2021-03-16	<p>Peer Review Session for Feedback</p> <p><u>Submit Assignment 9 (Feedback on one assigned paper of a classmate) before class, by 1pm on March 16, 2021</u></p> <p><u>Submit Assignment 10 (First Draft of the Final paper) by 1pm on March 20, 2021 (Saturday)</u></p>
2021-03-23	<p>One-on-One Final Paper Discussion</p> <p><u>Sixth and Final individual consultation with instructor</u></p>
2021-03-30	<p>Presentations of Final Papers: Group A</p>

2021-04-06 **Presentations of Final Papers: Group B**

Submit Final Assignment (Final Paper) by 1pm on April 13, 2021

Last Date to drop course from Academic Record and GPA is February 22, 2021.

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