

COURSE OUTLINE

Introduction to Studying the Social Sciences SCS 1150C

ALINE COUTINHO
Fall 2019

Class schedule:	Tuesdays, 13:00 – 14:30 Thursdays, 11:30 -13:00 Vanier (VNR) Room 1075
Professor's office hours:	Tuesdays, 14:30 – 16:00 FSS, room 10054 613-562-5800, Ext. # 1381 (voice mail unavailable)
E-mail:	aline.coutinho@uottawa.ca

Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inadequate.

OFFICIAL COURSE DESCRIPTION

Develop the basic skills to facilitate the acquisition of personal and discipline-based knowledge pertaining to social sciences. Locating pertinent information both in the library and through computer-based resources. Develop the capacity to understand the structure of a text, draw out the author's hypotheses and discuss the value of the argument proposed. Develop abilities in being able to read critically, in written and oral communications and in expressing one's ideas logically.

GENERAL AND SPECIFIC COURSE OBJECTIVES

Welcome to Introduction to Studying Social Sciences! This course is designed to help students develop basic academic and non-academic strategies to succeed in their studies in social sciences. We will discuss the research process in social sciences and its importance in an age of abundant information. We will learn how to develop research questions, produce a research project, conduct a literature review, collect data, critically assess research claims, summarize and manage information, and report research findings.

As such, the course will introduce students to the idea of social sciences, and help students develop strategies to learn efficiently. Most specifically, this course seeks to help students:

- Familiarize with the methods of social science research.
- Understand the use of theory and concepts in social sciences
- Understand the uses of social science research
- Assess and evaluate social science research and other sources of information
- Identify the format of an academic journal article
- Use library datasets to gather academic scholarship
- Learn about other resources provided by the University of Ottawa
- Improve the writing of article summaries and effective class notes
- Understand the purpose of a literature review
- Develop a research topic and produce a research project
- Present research findings in writing and orally

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

- 1) have a solid foundation in academic literacy
- 2) convey research findings and communicate effectively
- 3) interpret scientific information and assess sources of information
- 4) understand the ethical practices within academic community.

COURSE THEME

How are we going to develop the strategies to succeed in the study of social sciences? By studying how sociologists produce and disseminate knowledge about the economy and economic life. Let me clarify. This is not a course in economics or in economic sociology per se. We will however discuss how economic sociologists use theories, methods, and concepts to produce and disseminate academic knowledge. We will deploy several works in economic sociology as an orienting theme through which we will guide our class discussions and exercises, improve our interpretive skills, practice our research and summarizing practices, and develop academic literacy.

“But what is economic sociology?”, you may ask. It is the systematic study of the social, cultural, and power dimensions in our economic life and behaviour. In this course we will reflect on how these dimensions impact the production, exchange, distribution, and

consumption of goods/services and other limited resources. We will also reflect on the rise of inequality, the constitution of economic subjects, and the social aspects of market behaviours. As such, we will explore central concepts, theories, and methods that economic sociologists use to make sense of economic patterns and behaviours.

TEACHING METHODS

Lectures and class discussions will constitute the majority of our in-class activities.

The Professor will start each lecture with an explanation of the topic of the day. Lectures build on the mandatory textbook. The articles in economic sociology will serve to exemplify the content lectured. They will also serve as the basis of in-class exercises and discussions about the use of theories, concepts, and factual information to make sense of economic life.

The lectures will also consist of group dynamics (guided small group discussions) and individual tasks (online data collection and in-class reporting). Students are highly encouraged to bring their own devices with access to Internet.

MANDATORY TEXTS

Obligatory textbook:

Eaton, Judy & Morris, David (2019). *Academic Literacy in the Social Sciences*. Toronto: Canadian Scholars.

You may purchase this manual at the University of Ottawa Bookstore, 85 University, Ottawa, ON, K1N 6N5. Phone: (613) 562-5353.

Some classes also require the reading of additional texts that will be made available at Virtual Campus (VC). Due to copyright restrictions, some of these additional texts can only be accessed through the permalink provided at Virtual Campus. Students must use their student identification to access these links.

ASSESSMENT METHODS

The final mark will be based on the following forms of assessment:

1) In-class exercises (20%):

There will be four in-class exercises throughout the term (see schedule below for due dates). Each exercise is worth 5% of the final grade. They are designed to provide hands-on opportunity to practice and improve students' interpretive, analytical, information assessment, and editing/formatting skills. They are 10-15 minutes exercises followed by in-class discussions.

Students who miss class due to unexcused absences will not be allowed to makeup these exercises.

More information about these exercises will be provided in class.

2) Summary (10%):

This is an individual take-home work. Each student must submit a summary of a predefined text.

More information about the format of the summary will be provided through Virtual Campus during the first week of the course.

Under no circumstance, late submission of the summary will be accepted. The summary must be submitted through Virtual Campus in a .DOC format only (unless otherwise advised).

3) Literature review (10%):

The literature review is an individual take-home work. The review consists of a critical assessment of the academic literature about a topic of student's choice. The topic has to pertain to economic sociology (we will discuss about possible topics more in class). Students are highly advised to consult the Professor about the appropriateness of the topic. The main idea behind this evaluation is to assess students' ability to think critically about the literature regarding a topic of choice.

For the literature review students will have to:

1. Choose a topic within economic sociology (i.e., regarding any social, cultural, relational dimension of economic life)
2. Ask a question about this topic
3. Conduct a literature search
4. Critically assess the literature found
5. Organize thoughts into research themes/subthemes.

Full guidelines about the format and what is expected of a literature review will be provided on Virtual Campus on the first week of the course. A rubric will also be available. The literature review must be submitted through Virtual Campus in a .DOC format only (unless otherwise advised).

4) Essay Paper (20%):

This is a collective take-home work. The class will be divided in groups of 3-4 people. Each group will produce an essay on one of the following topics:

- Precarious work and the sharing economy in Canada
- Gender and inequality in Canada
- Race and inequality in Canada
- Gentrification and housing affordability in Canada
- Canadian informal economy and social dynamics

Full guidelines about the format of the essay will be provided on Virtual Campus on the first week of the course. A rubric will also be available.

The essay must have a maximum of 5 pages (excluding cover page and bibliography), typed in double-space, 12 font, Times New Roman. Each group must print their essay and submit it in class on November 12th, 2019.

5) Oral presentations (10%):

In this activity, the groups must present the arguments and findings of the essay paper. Each group will have 20 minutes to orally present their work with the visual aid of slides. A 5-10 minutes question period will follow each presentation.

The oral presentation will be assessed individually on the following criteria:

- 1) Each student must unambiguously demonstrate comprehension of the concepts used in the term paper, as well as provide factual data that inform the group's arguments.
- 2) Effectiveness of material and visual display of main findings.
- 3) Coherence, clarity, organization.
- 4) Body language and interaction with audience.
- 5) Thorough respect of the assignment guidelines.

Full guidelines and rubric will be available in the first two weeks of the course. Due dates are staggered and will be allocated in class (see course schedule).

6) Final Exam (30%).

The final exam is an individual take-home exam. Students must read a number of articles written by social scientists published on *The Contexts Magazine* or on *The New York Times* (links to the articles will be provided with full guidelines on December 3rd, 2019), and discuss these articles by referencing the concepts and theories within economic sociology that we have discussed in the course. The discussion must also reflect the debates about research and knowledge dissemination in the social sciences held throughout the course. To orient the discussion of the articles, the Professor will pose three questions. Students must indirectly answer all three questions in the final exam. The exam will be discursive in nature. To be successful, students must understand the discussions that took place throughout the course.

Students must answer all questions within 2 pages (excluding cover page and bibliography), double-spaced, 12 font, Times New Roman. Students must print their exam and submit it in person on December 6th, 2019. The professor will hold office hours on December 6th between the hours of 16:00-17:00 during which students can submit their work.

The rubric that will be used to evaluate the final exam will be provided with the full guidelines on December 3rd.

Components of Final Mark

Evaluation format	Weight	Date
Four in-class exercises	20 % (5% each)	See course schedule
Summary	10%	October 8 th
Literature review	10%	October 22 nd
Essay paper	20%	November 12 th
Oral presentation	10%	November 19 th – 28 th

Final exam	30 %	December 6 th
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Course Failure - EIN (F): In accordance with article 10.6

(<https://www.uottawa.ca/administration-and-governance/academic-regulation-10-grading-system>), students receive a failing grade when they have not completed a significant portion of the course work. According to the policy established by the School, a significant portion of the work involves: either one or all exams (mid-term, final) or any other assignments (quizzes, tests, presentations, research, etc.) worth 15% or more of the final grade. Note that a refused request for a deferral can therefore lead to a failure.

Policy on language quality and late submissions

Class attendance is necessary to successfully complete this course.

Students must arrive on time for lectures. The attendance to all lectures is obligatory and relevant participation in class discussions is expected of every student. The readings are mandatory and required before each class. Students must bring their own electronic devices to classes, but these devices must be used solely for the purpose of note-taking or in-class activities. *Powerpoint slides will be uploaded on Virtual Campus within one week after the respective class. This is non negotiable.* Although Powerpoint slides may provide additional information that is not in the required readings, students are still encouraged to consult directly from the sources of information. It is highly recommended that, if you have missed class, you copy notes from one of your peers. Disturbance will not be tolerated, and student(s) will be asked to leave the room in case of disrupting behaviour. All electronic devices must be used for note-taking purposes only.

Avoid chatting in class. This is not just a major pet peeve, but it also disrupts the pace of the lecture and distracts fellow students' attention.

Do not send me e-mails requesting your grades or with questions that require complex answers. Grades will be posted on Virtual campus in good time.

Any questions regarding the assignments will be answered in class only. I will have office hours at which time I can address any concerns and/or questions about the course, materials, grading, and so on.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor's discretion.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. *There will be a penalty for late submissions.* University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

Students who are excused for missing an exam will be required to write a deferred exam, except where the professor offers a re-weighting scheme which applies to the student's case. Professors may decline to offer a deferred exam and instead re-weight the remaining pieces of work only if (i) the re-weighted scheme is indicated on the syllabus and (ii) it respects both the 25 percent rule (Academic Regulation 9.0) and the final exam rule.

DFR forms must be completed for both midterms and final exams. The form can be obtained at <https://socialsciences.uottawa.ca/students/undergraduate-forms>. Once completed, the form with supporting documentation (ex. medical certificate) will automatically be sent to the academic unit which offers the course. The request must be completed within five working days of the exam and must respect all the conditions of Academic Regulation I9.5 (<https://www.uottawa.ca/administration-and-governance/academic-regulation-9-evaluation-of-student-learning>).

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

For your information: use as needed

A penalty of 5% will be given for each subsequent day following the due date (weekends not included). This goes for assignments submitted through e-mail as well, and, in this case, the time that the e-mail was received will be counted as the time of submission of the document.

We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

Deferred exam period :

- Midterm exams session: November 28th and 29th
- Final exams: February 16th to 22nd, 2020

The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit www.uOttawa.ca/sexual-violence-support-andprevention

SCHEDULE

Date	Course	Required Readings and Assignments
September 5	Course Introduction <ul style="list-style-type: none">• Presentations• Virtual Campus• Evaluation	No readings required

	<ul style="list-style-type: none"> • Policies 	
September 10	<p>Studying Social Sciences</p> <ul style="list-style-type: none"> • Academic strategies for succeeding in school • Non-academic strategies for succeeding in school • Bloom's taxonomy • Taking effective notes 	Eaton and Morris (2019), Chapter 1: The social science of learning (Mandatory textbook).
September 12	<p>Finding academic sources</p> <ul style="list-style-type: none"> • Library presentation 	<p>Wilks, A. (2015). The moral performativity of credit and debt in the slums of Buenos Aires. <i>Cultural Studies</i>, 29, 1-21.</p> <p>Library presentation (September 12th)</p>
September 17	<p>Theory and Research in Social Sciences</p> <ul style="list-style-type: none"> • The uses of Social Sciences • Social theory as lenses to see the world • Concepts as theory building blocks • Steps in the research process 	<p>Eaton and Morris (2019), Chapter 2: Doing Social Science (Mandatory textbook).</p> <p>Granovetter, M. (2005). The impact of social structure on economic outcomes. <i>Journal of Economic Perspectives</i>, 19(1), 33-50. (Link on VC).</p>
September 19 and 24	<p>Literature search (BYOD)</p> <ul style="list-style-type: none"> • Finding a topic • How to assess and evaluate Social Science research? How to assess non-academic sources? • Mentoring services • Available resources at the University of Ottawa 	<p>Eaton and Morris (2019), Chapter 3: The literature search (Mandatory textbook).</p> <p>Eaton and Morris (2019), Chapter 5: Critical Assessment (Mandatory textbook).</p> <p>Mentoring services (Sept 19th, 11:30-12:00)</p>
September 26	<p>The great dichotomy</p> <ul style="list-style-type: none"> • Quantitative and qualitative research in the Social Sciences • Mix-methods approaches 	<p>Young, N. (2010). Business Networks, Collaboration and Embeddedness in Local and Extra-local Spaces: The Case of Port Hardy, Canada. <i>Sociologia Ruralis</i>, 50(4), 392-408 (Link on VC).</p> <p>Renzulli, L., Aldrich, H., & Moody, J. (2000). Family matters: gender, family and entrepreneurial outcomes. <i>Social Forces</i>, 79(2), 523-546. (Link on VC).</p> <p>Career Services (11:30-12:00)</p> <p>In class exercise 1: Interpretive analysis of mandatory texts (5%)</p>

October 1 and 3	Summaries <ul style="list-style-type: none"> Summaries Annotated bibliography Book reviews 	<p>Somers, M., & Block, F. (2005). From Poverty to Perversity: Ideas, Markets, and Institutions over 200 Years of Welfare. <i>American Sociological Review</i>, 70(2), 260-287. (Link on VC).</p> <p>Fourcade, M., & Healy, K. (2007). Moral Views of Market Society. <i>Annual Review of Sociology</i>, 33(1), 285-311. (Link on VC).</p> <p>In-class exercise 2: Identifying the 'skeleton' of an article (5%) – October 3rd</p>
October 8 and 10	Literature Review <ul style="list-style-type: none"> The purpose of a literature review Asking questions 	<p>Eaton and Morris (2019), Chapter 8: The Literature Review (Mandatory textbook).</p> <p>Fligstein, N., & Dauter, L. (2007). The Sociology of Markets. <i>Annual Review of Sociology</i>, 33(1), 105-128. (Link on VC).</p> <p>Fourcade, M. (2007). Theories of Markets and Theories of Society. <i>American Behavioral Scientist</i>, 50(8), 1015-1034. (Link on VC).</p> <p>Summary due on October 8th (10%)</p>
<p align="center">READING WEEK (October 13th to 19th: No lectures)</p>		
October 22	Making a research outline (BYOD)	<p>Kantola, A., & Kuusela, H. (2019). Wealth Elite Moralities: Wealthy Entrepreneurs' Moral Boundaries. <i>Sociology</i>, 53(2), 368-384. (Link on VC)</p> <p>Literature review due on October 22nd (10%)</p>
October 24	Citation (BYOD) <ul style="list-style-type: none"> Referencing Quotations Plagiarism The importance of citation management 	<p>Eaton and Morris (2019), Chapter 4: APA Style (mandatory book).</p> <p>In-class exercise 3: citations (5%)</p>
October 29	Research ethics (BYOD) <ul style="list-style-type: none"> Why ethics in research? Ethics boards Procedures at the University of Ottawa 	<p>Eaton and Morris (2019), Chapter 6: Doing the right thing (mandatory book).</p> <p>Discussion of the Netflix movie: The Stanford Prison Experiment</p>
October 31	Understanding numbers (BYOD) <ul style="list-style-type: none"> Descriptive statistics Inferential statistics Data visualization The Tidy Tuesday initiative 	<p>Eaton and Morris (2019), Chapter 9: The numbers. (Mandatory textbook).</p> <p>Mills, M. B. (2003). Gender and Inequality in the Global Labour Force. <i>Annual Review of</i></p>

		<i>Anthropology</i> , 32, 41-62. (Link on VC).
November 5 and 7	Presentations (BYOD) <ul style="list-style-type: none">• Sharing research findings in presentation format• Creating effective slides	Eaton and Morris (2019), Chapter 7: Presentations Mijs, J. (2019). The paradox of inequality: income inequality and belief in meritocracy go hand in hand. <i>Socio-Economic Review</i> , 0(0), 1-29. (Link on VC). Video clips of Jonathan Mijs' TEDx presentation – discussion
November 12 and 14	Applying what we have learned	Browne, M. (2002). If Markets Are So Wonderful, Why Can't I Find Friends at the Store? <i>American Journal of Economics and Sociology</i> , 61(4), 787-800. (Link on VC).
November 19 and 21	<ul style="list-style-type: none">• Oral Presentations (10%)	Essay Paper due on November 12
November 26 and 28	<ul style="list-style-type: none">• Oral Presentations (10%)	In-class exercise 4 due: peer-evaluation of presentations (5%)
December 3	Summing up, Presentation of Final Exam	
December 6th - Final Exam Due Date (30%)		

BIBLIOGRAPHY

Eaton, Judy & Morris, David (2019). *Academic Literacy in the Social Sciences*. Toronto: Canadian Scholars.

Granovetter, M. (2005). The impact of social structure on economic outcomes. *Journal of Economic Perspectives*, 19(1), 33-50.

Fligstein, N., & Dauter, L. (2007). The Sociology of Markets. *Annual Review of Sociology*, 33(1), 105-128

Fourcade, M. (2007). Theories of Markets and Theories of Society. *American Behavioral Scientist*, 50(8), 1015-1034.

Fourcade, M., & Healy, K. (2007). Moral Views of Market Society. *Annual Review of Sociology*, 33(1), 285-311.

Kantola, A., & Kuusela, H. (2019). Wealth Elite Moralities: Wealthy Entrepreneurs' Moral Boundaries. *Sociology*, 53(2), 368-384.

Mijs, J. (2019). The paradox of inequality: income inequality and belief in meritocracy go hand in hand. *Socio-Economic Review*, 0(0), 1-29.

Mills, M. B. (2003). Gender and Inequality in the Global Labour Force. *Annual Review of Anthropology*, 32, 41-62.

Renzulli, L., Aldrich, H., & Moody, J. (2000). Family matters: gender, family and entrepreneurial outcomes. *Social Forces*, 79(2), 523-546.

Somers, M., & Block, F. (2005). From Poverty to Perversity: Ideas, Markets, and Institutions over 200 Years of Welfare. *American Sociological Review*, 70(2), 260-287.

Young, N. (2010). Business Networks, Collaboration and Embeddedness in Local and Extra-local Spaces: The Case of Port Hardy, Canada. *Sociologia Ruralis*, 50(4), 392-408

Wilkins, A. (2015). The moral performativity of credit and debt in the slums of Buenos Aires. *Cultural Studies*, 29, 1-21.

Resources for you

FACULTY MENTORING CENTRE - <http://socialsciences.uottawa.ca/mentoring>

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Mentoring Centre is there to help students continue on their path to success.

A student may choose to visit the Mentoring Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

ACADEMIC WRITING HELP CENTRE - <http://www.sass.uottawa.ca/writing/>

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- **Master the written language of your choice**
- **Expand your critical thinking abilities**
- **Develop your argumentation skills**
- **Learn what the expectations are for academic writing**

CAREER SERVICES - <http://www.sass.uottawa.ca/careers/>

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

COUNSELLING SERVICE - <http://sass.uottawa.ca/en/counselling>

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

ACCESS SERVICE - <http://sass.uottawa.ca/en/access>

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- in person at the University Centre, Room 339
- online
- by phone at 613-562-5976

Deadlines for submitting requests for adaptive measures during exams

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
- final exams:
 - November 15 for the fall session
 - March 15 for the winter session
 - Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

STUDENT RESOURCES CENTRES - <http://www.communitylife.uottawa.ca/en/resources.php>

The Student Resources Centres aim to fulfill all sorts of student needs.

Beware of Academic Fraud!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the *“Writing and Style Guide for University Papers and Assignments.”* It can be found at: <http://socialsciences.uottawa.ca/undergraduate/writing-style-guide>

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of “F” for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

For more information, refer to the *Student’s Guide to Academic Integrity*:

<http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf>

and Academic Integrity Website (Office of the Vice-President Academic and Provost)

<http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>