

SYG-2000, Principles of Sociology

Spring 2025 Syllabus (Total pages 11)

SYG 2000 (15000), Section SB01

UF Online Course by Bhavna Sharma

Instructor's information

Name Bhavna Sharma (she, her)

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Office Hour(s): As this class is entirely online, I will have online office hours via Zoom every week on **Tuesdays and Wednesdays, 11:30 AM - 12:30 PM, over Zoom**. The Zoom link for these office hours will be available on our class's Canvas within the Zoom Tab. If you cannot find the link, please check the canvas announcement page or email me, and I will send the link to you. I also encourage you to email me with any questions or concerns. Although I have my office hours on Tuesdays and Wednesdays at the time mentioned above, I will also be open to meeting with you over Zoom by appointment.

Preferred communication: email via Canvas or meeting me during my office hours.

Hello, I am Bhavna Sharma. I welcome you to the SYG 2000 Principles of Sociology online course! I am excited to learn with you this semester and intend to navigate this course primarily through our Hearts rather than Minds. Accordingly, you will find that several decisions regarding deadlines and exams are set officially on the canvas. Still, I am open to reviewing them occasionally based on your recommendations. The participatory approach will be the winning formula to do well in this course. The syllabus has been carefully framed to familiarize you with a comprehensive overview of this course's key features and milestones. You may call me Ms. Sharma!

General Education Subject Area Objectives

Social and behavioral science courses, like SYG 2000, provide instruction in the history, key themes, principles, terminology, and underlying theories or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures, or processes. These courses emphasize the practical application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine how individuals make personal and group decisions and evaluate opinions, outcomes, or human behavior. Students must assess and analyze ethical perspectives in individual and societal decisions.

Legislative Compliance Statement

In SYG2000, there may be content on historical background and sociological concepts about sociological topics. Multiple sources, types of evidence, and interpretations are included, and differing interpretations of historical events are discussed, emphasizing diverse

theoretical perspectives rather than privileging one over the other. The class emphasizes maintaining accuracy and objectivity and the skills to evaluate evidence and claims. History discussions are case- or data-driven rather than rooted in ideology or advocacy, and students can draw conclusions.

This course may touch on topics germane to identity. Still, as subjects of study and not advocacy, in that spirit, we routinely teach on diverse theoretical perspectives rather than privileging one over the other. Discussions of identity are case- or data-driven rather than rooted in ideology or advocacy.

The course may also discuss systemic theories related to sociological perspectives, but it considers them in the context of other theoretical approaches and includes a critique of all theoretical perspectives. The course does not endorse concepts of systemic racism, sexism, oppression, or privilege. It does not treat inequalities or injustice as inherent but instead discusses theoretical perspectives that explain whether and how social structures may create and reproduce inequalities. Such processes are viewed as contingent, negotiated, and often contested rather than natural or determined. The course cites relevant facts based on research demonstrating how institutions are social contexts that shape inequalities within the United States and globally. Discussions of various interpretations are case- or data-driven rather than driven by an ideology. Grading assignments and / or exams focus on understanding the content rather than adopting a specific opinion.

Course Objectives

1. Introduce students to the basic concepts, theories, and methods that sociologists use. Course materials and activities allow students to see how social scientists use varied methods to collect information about specific social issues. Moreover, students will critically assess how that information can be used to frame understanding about why social patterns exist and what might be the possible consequences of those patterns.
2. Provide students with a brief overview of sociology as a discipline within the social sciences that exposes students to strategies to identify, study, and address social issues and research questions. Course activities will provide students with opportunities to apply critical thinking skills to evaluate debates about contemporary social issues and the evidence needed to address the issues.
3. Help students to develop the ability to understand how various social processes and structures affect one another.
4. Encourage students to develop a better understanding of how larger social forces shape their own lives and significant relationships.
5. Provide students with insights about how individuals' interactions with others can affect the larger society.

Student Learning Objectives

1. Teach students how to understand the way institutions influence social trends.
2. Teach students how to analyze demographic influences on social outcomes.

General Education Student Learning Objectives

The general education Student Learning Outcomes (SLOs) describe the knowledge, skills, and attitudes that students are expected to acquire while completing a general education course at the University of Florida. The SLOs fall into three categories: *content*, *communication*, and *critical thinking*:

- *Content* is knowledge of the concepts, principles, terminology, and methodologies used within the discipline. Students demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline.
- *Communication* is the development and expression of ideas in written and oral forms. Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.
- *Critical thinking* is characterized by a comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion. Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Course Format

This course is an asynchronous online class. The module overview lectures will be recorded, and the link to the recordings will be made available in Canvas. Additionally, I will share my PowerPoint presentations for each of the modules. All assessments will be online, as will my office hours.

Student Responsibilities Preparation

Students are expected to view all lecture videos posted to Canvas and complete all assignments by the deadlines. Assignments may require knowledge of the readings/videos assigned for that week/module.

Required Readings

The textbook for this class is OpenStax Introduction to Sociology 2nd Edition. The textbook is fully online and free to download or view in your browser. Required textbook (on-line) Introduction to Sociology 2e by Griffiths et al, OPENSTAX can be found at this link <https://openstax.org/details/books/introduction-sociology-2e>. Please go to this link to either view it in the browser or download the PDF version. It's important for you to have access to OpenStax since all of the material from quizzes will be based on OpenStax readings. These readings are self-guided, and you can complete them at any point during the access period. The textbook is organized on Canvas as a collection of modules. Every module begins with a set of learning objectives, key features, section summaries, key terms, further research, and Chapter end quizzes. Students should plan to read all the chapters on time and carefully take all the quizzes.

I may also assign outside readings or videos from other sources throughout the course. These readings and videos may be from peer-reviewed academic journals, YouTube, from newspapers such as the New York Times or Washington Post, articles about new, relevant trends or research (NPR, Pew Research Center, etc.), or various op-ed pieces. I will provide all of these readings to you on Canvas.

Assessment breakdown

Chapter end quizzes – 20 %	You will be quizzed at the end of each topic/chapter every week. These quizzes aim to test your knowledge gathered based on assigned material. Quiz dates are listed on Canvas, though these dates may be subject to change if the need arises. Quizzes will be fully multiple-choice. Quizzes will be open note! Quiz questions will be randomized so each student will probably receive a different set of questions. Each question is automatically set to be worth one point; all questions from the same quiz bank must have the same point value.
Group Project – 20%	There will be a group project in this course. The projects must be turned in before 11.59 PM on the due date. The project details, along with the names of the group members, will be posted in Canvas. The project will provide opportunities for student-student interaction and constructive collaboration
Reflections (Individual) – 20%	A minimum of 6 reflection assignments are meant to encourage deeper, more critical thinking about the topics discussed in class. You will be provided with a question to which you must give a full response. The goal of a reflective essay is to make the student connect some sociological concept to a world event, personal experiences, or something else taking place outside of the classroom. These responses must be at least 1000 words in length . Unless otherwise specified, The reflection essays will be submitted via Canvas as per the deadline date by 11:59 PM EST. Due dates will be clearly stated on the Canvas page and are subject to change if necessary.
3 Exams – 40% (Total weightage) It is mandatory to take exams.	I provide a tentative schedule below for what chapters will be covered for each of the exams. The schedule may undergo some change depending on the pace of the class and therefore, the material to be covered for each of the exams may be modified.

	I will give exams online and the students take them during the class, or I will give them a window when the exam is open, maybe a few hours, and students have to complete the exam within that period.
Exam 1 (13.3 % of each student's final grade)	25 combination of T/F, multiple-choice, and short answer will cover Modules 1-3
Exam 2 (13.3 % of each student's final grade)	25 combination of T/F, multiple-choice, and short answer will cover Module 4
Exam 3(13.3% of each student's final grade)	25 combination of T/F, multiple-choice, and short answer will cover Module 5-6

Assignments, Exam and Grading Policy

Assignments: The academic dimension of the course is robust and appropriate for learning. In the Modules section of Canvas, I will create a separate page for each week containing a weekly schedule that indicates topics to be discussed in class, class activities, and assignments to be done in preparation for/in response to class. I will ensure that the amount, nature, and pacing of assigned work are appropriate for the class.

Late Assignments: A late penalty will be applied to assignments turned in after the announced due date. The penalty is 10 points per day (Saturday and Sunday count as 5 points each day). For example, if a paper is due on Tuesday and you submit it the next Monday, then 40 points will be deducted from your final score, or if you deserve 90 points(A-) out of 100 for any assignment, then you will be assigned only 50(E). I suggest that you complete your assignment a few days earlier and keep a buffer to revise your assignment/ essay or paper a few times.

Exam: I expect all students to take all online exams during a prescribed time window. I will accommodate the unique requirements of students based on recommendations of the Disability Resource Center (DRC). Suppose you do not appear for your exam. In that case, you will be assigned a grade zero for that exam unless you provide sufficient evidence (for example, a doctor's note, your entitled cultural holiday, etc.) for me to consider re-opening the exam for you. Make-up exams and assignments will not be offered for this course except under rare circumstances. Please notify me in advance in case you face any serious problems, and accordingly, I will decide if you can take a makeup exam. If I decide to give a make-up exam, then I reserve the right to offer you a different Exam from the exam the class had or to give you an essay exam.

Posting of Grades and re-evaluation: Grades will be posted to Canvas. I will enter your grades for each assignment within two weeks after each assignment is turned in. If you wish to review any of your assessments, you can do so within two weeks from the day the grades are released. You are expected to be proactive and quickly clarify your doubts or questions about your grades during a specified time. If you raise serious questions about how I graded your assignment, I reserve the right to re-grade your entire assignment, and your grade may increase or decrease. **The grade you receive in this class is final.** Please also do not ask about extra credit, as this course has no extra credit.

Grading Scale: The University of Florida’s grading scale includes minus grades. The distribution indicated below shows the range of grades. Please note that earning a grade of “C-” or below will not be counted toward your general education requirements or your Sociology major requirements. In other words, you will need at least 70% in this class to count toward your Gen Ed or Sociology major requirements.

For information on current UF grading policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>.

Final Grading Scale (%)

A	92.50 – 100%
A-	89.50 – 92.49%
B+	86.50 – 89.49%
B	82.50 – 86.49%
B-	79.50 – 82.49%
C+	76.50 – 79.49%
C	72.50 – 76.49%
C-	70 – 72.49%
	Minimum passing grade = 70%
D+	67 – 69%
D	63 – 66%
E	Below 60%

Final Grade Distribution

Exams	40%
Group Project	20%
Reflections	20%
Quizzes	20%
Total Grade	100%

Incomplete Grades: The College of Liberal Arts and Sciences has a specific policy and procedure regarding incomplete grades. Please check the following links: <https://www.advising.ufl.edu/academicinfo/clas-policiesprocedures/incomplete-grades/> <https://web.clas.ufl.edu/forms/incomplete-grade-contract.pdf>.

Academic Misconduct

Cheating on exams or plagiarizing assignments of any kind is not tolerated and will be dealt with accordingly. While exams and quizzes are open notes, you cannot collaborate on these tests with other students. On assignments, each student must produce their own original work. All students must adhere to the UF Honor Code and standards of academic integrity found at the following link: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Important Policies

Office Hours: If you need clarification or do not understand what we went over in class, I am available to discuss anything with you during office hours. Office hours are posted at the beginning of the syllabus and on Canvas.

Course Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Please go through this link to learn how to provide professional and respectful feedback: <https://gatorevals.aa.ufl.edu/students/>. You will be notified when the evaluation period opens, and then you can complete evaluations through the email you receive from GatorEvals or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Accommodations: If you have a disability requiring accommodations, please let me know as soon as possible. To receive accommodations, please arrange an official documentation from the Disability Resource Center <https://disability.ufl.edu/>.

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Helpful Links

- Visit the [U MATTER, WE CARE](#) to get connected to extra support services to enhance your cultural, emotional, environmental, financial, intellectual, occupational, physical, social, and/or spiritual well-being.
- Visit [the UF Counselling and Wellness Center](#) website or call (352) 392-1575 for crisis and non-crisis services.
- Call (352) 392-1161 for 24/7 information to help you find the care you need, or visit the [UF Students Health Center](#).
- Visit the [UF Police Department](#) or call (352) 392-1111 (or 911 for emergencies).
- For immediate medical care, call (352) 733-0111 or go to the emergency room at 1515 SW Archer Road. Visit [UF Health Emergency & Trauma](#) for more information.
- Contact the [UF Computing HelpDesk | Support Portal](#) at (352) 392-4357 or via e-mail at helpdesk@ufl.edu for E-learning technical support.
- For career assistance and counseling services, visit the [UF Career Connections Center](#) Reitz Union Suite 1300, (352) 392-1601.
- [UF Library Support](#): Various ways to receive assistance with using the libraries or finding resources.
- On-Line Student Complaints: View the [Student Complaints - Flexible Learning - University of Florida](#)

Annotated Weekly Plan (Spring, 2025)

Note: All listed times are in EST. All assignment posting dates and deadlines will be available on Canvas. Please contact me if you cannot find any of these dates. This schedule is subject to change. If any change occurs, it will be discussed in class.

Module 1

Week 1

01/13-01/17

Introduction to the Course

Read Syllabus. *Complete the survey on Canvas.*

Sociology at Micro/macro-level, Sociological imagination

Overview of the assigned readings for the next week.

01/19

Chapter end quiz by 11:59 PM on Sunday

01/20

Holiday

A Reflection Assignment on Module 1

Module 2

Week 2

01/21-01/24

Chapter 3

Culture, Norms, Society, Values

01/26

Chapter end quiz by 11:59 PM on Sunday

Week 3

01/27-02/01

Chapter 5

Peer Group, Socialization

02/02

Chapter end quiz by 11:59 PM on Sunday

Week 4

02/03-02/07

Chapter 6.1

Group, In-group, Out-group, Primary Group, Secondary Group

02/09

Chapter end quiz by 11:59 PM on Sunday

Chapter 7.1

Deviance, Sanctions, Social Control

02/09

Chapter end quiz by 11:59 PM on Sunday

A Reflection Assignment on Module 2

Module 3

Week 5

02/10-02/14

Chapter 1.3

Functionalism, Conflict Theory, Symbolic Interactionism

02/16

Chapter end quiz by 11:59 PM on Sunday

Week 6

02/17-02/21

Chapter 4

Role and Status

02/23

Chapter end quiz by 11:59 PM on Sunday

A Reflection Assignment on Module 3

Week 7

02/24-02/28

Chapter 2

Social Research

03/2

Chapter end quiz by 11:59 PM on Sunday

Fri-Sunday

Online Exam 1, Modules 1-3

02/28 – 03/02

Module 4

Week 8

03/03-03/07

03/09

Week 9

03/10-03/14

03/23

03/15-03/22

Chapter 9

Class, Social Mobility, Social Stratification, Structural mobility

Chapter end quiz by 11:59 PM on Sunday

Chapter 11

Assimilation, Discrimination, Dominant group, Ethnicity, Institutional Racism, Minority group, Racism

Chapter end quiz by 11:59 PM on Sunday

Spring Break

A Reflection Assignment on Module 4

Module 5 Part A

Week 10

03/24-03/28

03/30

Fri-Sunday

03/28 – 03/30

Chapter 12

Dependency ratio, Life-course, Life expectancy, Primary Aging, Secondary Aging, Policies and Retirement

Chapter end quiz by 11:59 PM on Sunday

Online Exam 2, Module 4

Module 5 Part B

Week 11

03/31-04/04

04/06

Chapter 14

Cohabitation, Extended family, Family, Marriage

Chapter end quiz by 11:59 PM on Sunday

A Reflection Assignment on Module 5

Module 6 Part A

Week 12

03/07-04/11

04/13

Chapter 18

Automation, Capitalism, Economy, Socialism

Chapter end quiz by 11:59 PM on Sunday

A Reflection Assignment on Module 6

Week 13

04/14-04/18

04/20

Chapter 21

Collective Behavior, Social Change, Social Movement

Chapter end quiz by 11:59 PM on Sunday

Fri-Sunday

04/18 – 04/20

04/23

Online Exam 3, Modules 5 and 6

Final Group Project Submission

Frequently Asked Questions

Q: When and where are your office hours?

A: It is at the top of the very first page of this syllabus.

Q: Can I call you by your first name?

A: You may call me Ms. Bhavna or Ms. Sharma.

Q: When should I contact you?

A: You should contact me for conceptual/lecture-related questions, questions about study tips, questions about exams, or general inquiries. You also don't have to have a specific reason to come to office hours, sometimes people show up to talk about things that are not related to the class.

Q: Oh no! My assignment didn't upload properly/the power went out in my apartment when I was uploading/I completely forgot about the assignment/I had 15 exams this week. I didn't prioritize your class/I had more important things to do! And now I have a zero on Canvas for that assignment! Can I turn it in late?

A: I do not accept late assignments without a medical or family emergency. Even if it's one minute late. I do this so everyone is treated the same way and because once I make concessions for one person, it opens the floodgates for everyone else to want to turn in late assignments for various reasons. I understand you are busy, but almost everyone else in this class is busy too. Please be proactive and submit your assignments early enough to avoid this situation; if you encounter technical issues, there is time for you to email me and let me know before the deadline. It is much easier to fix problems before the deadline than it is to fix them retroactively.

Q: Can I look at that assignment that was graded last week?

A: Yes, students are encouraged to contact me with any questions that they have about grades on assignments or exams if it is within the two-week window (see next question).

Q: Can I look at that assignment that was graded two months ago?

A: No. You are welcome to contact me with any questions you have about a grade, but you must do this within two weeks of the grade being posted. Once this deadline has passed, these grades are nonreviewable.

Q: How will you conduct Exams?

A: Exams will be conducted online over Canvas. Students who need extra time or have special requirements based on the recommendation of the DRC may contact me in advance so that I can organize their exams separately. The final Exam can be given remotely. I will set the time window in which the exam has to be completed. Students typically prefer weekends.

Q: Can I take Exam 3 early? I need to do this because I want to travel to my home.

A: We will have online exams over Canvas but stick to the schedule. The final exam will cover only Modules 5 and 6.

Q: Is there anything I can do for extra points?

A: There are no extra points in this class. Please be aware of your grade throughout the semester and speak to me if you are not on your desired trajectory instead of asking for extra points at the end of the semester. The earlier you identify an issue, the easier it is for us to work on it.

Q: Can you round up my grade? I am so close to an A!

A: No, I will not round-up grades, except 92.5+ can be considered A or 89.5+ as A- and so on. Everyone receives the letter grade equivalent to the final numeric score you have at the end of the semester.

Q: Can you write a letter of recommendation for me?

A: That is conditional. I have written recommendations for former students who are going to grad school, applying for scholarships/internships, etc. However, if I am going to write a letter for you then I need to be sure of two things: 1) I know who you are and some things about you, and 2) you performed well in my class. I want to be able to write something that is both personal and complimentary. If I have never spoken to you, it is tough for me to tell someone else how great you are. And if you never showed up to class or blew off all my assignments, I will not have very good things to say about you. So, if you would like me to write you a letter, I am happy to, but please establish some sort of contact with me early so we can build rapport.

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