

PRINCIPLES OF SOCIOLOGY (Fall, 2024)

(SYG 2000, #22374 Section BM15)

This section is NOT a Writing Requirement section for the 24,000 word-writing requirement

The course does fulfill Gen Ed credit in Social & Behavioral Science ("S").

When: T (5th-6th 11:45 a.m. - 1:40 p.m.), TH (6th 12:50 p.m. - 1:40 p.m.)

Where: Pugh 170

Dr. William Marsiglio (phonetically, "mar sea le oh")

Office: Turlington 3108-A

Office Phone: 352-294-7182

E-mail: marsig@ufl.edu

Home Page: <http://web.clas.ufl.edu/users/marsig/>

Office Hours:

Tuesday: 10:30 a.m. – 11:30 a.m.

Thursday: 10:30 a.m. – 12:30 p.m.

And by appointment

NOTE: I will use Canvas for this course. **If you want to communicate with me via email, please so directly at marsig@ufl.edu rather than through the Canvas system. Emailing me directly will maintain the thread of our conversation more efficiently.**

T.A.s:

Michael Beck

Office: Turlington (Room varies)

Hours: Wednesday 3:00 p.m. – 4:00 p.m. (Zoom)

Thursday 10:30 a.m. – 12:30 p.m. (Turl 3347)

Email: michaelbeck@ufl.edu

Kaili Zhang

Office: Turlington (Room varies)

Hours: Monday 1:30 p.m. – 3:30 p.m. (Turl 3349)

Thursday 10:30 a.m. – 11:30 a.m. (Turl 3347)

Email: zhangkaili@ufl.edu

COURSE DESCRIPTION

Social and behavioral science courses, like SYG 2000, provide instruction in the history, key themes, principles, terminology, and underlying theory 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 effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Initially, we will describe and assess the objectives of sociological inquiry and the role of sociology as a discipline within the larger cultural and socio-political context. In this respect, we will compare three frameworks for social research: normal science, interpretive sociology, and critical sociology. We will then examine social structures and processes related to culture and society, groups and organizations, socialization, deviance and crime, stratification and social class, race/ethnicities, sex and gender, age/health/sexuality, families and primary relationships, economy and work, politics and media, education/religion/science, and environments. The text and lectures will to varying degree emphasize identity issues, globalism, multiculturalism, and social change.

COURSE READINGS

There are 3 required books. I've used two of these books in the past. There should be plenty of used copies on Amazon should you want to go that route. This syllabus also lists selective short essays that are published in the journal, *Contexts* (these are available on CANVAS as pdfs) and one book chapter. I strongly encourage you to print these so that you can highlight and take notes on them. Or you can use a program that allows you to highlight material in the articles. In addition, you will find two online links in the syllabus that direct you to required readings.

1. Alбом, Mitch, *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson* (New York: DoubleDay, 1997/2007).

Note: either edition should be fine, but the latter edition has a new afterward by Mitch Albom.

2. Jonathna Haidt, *The Anxious Generation: How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness* (New York: Penguin, 2024).
3. Wilkerson, Isabel, *Caste: The Origins of Our Discontents* (New York, N.Y.: Random House, 2020).

CANVAS

Some of the materials for this course can be found on Canvas: <https://lss.at.ufl.edu/>

Instructions for using Canvas for this course are available after logging into the course Canvas site. Students may log into Canvas using their gatorlink username and password.

FOUR STEPS FOR QUESTIONS ABOUT THE COURSE

STEP 1: Check the course syllabus and online materials. When you have a question about the course, your first step should always be to check the course syllabus and online materials for the answer to your question. The answers to most questions are in these materials, but some are not.

STEP 2: Review answers to Frequently Asked Questions below:

- **I can't find course content! Where is it?**
 - Be sure to carefully review the content of all of the tabs on the course CANVAS page.
- **Internet connection cut out, what do I do?**
 - Contact your internet provider or the UF Help Desk: 352-392-HELP (4357).
- **Video not playing, what do I do?**

- Try shutting down your browser and then re-starting. If that doesn't work, try shutting down and restarting your computer.
- **I am missing a grade, what do I do?**
 - Please give me plenty of time to complete grading. If you know grading has been completed because I've sent out a message to the entire class that I've posted the grades, and your assignment was skipped for some reason, please e-mail me privately about your missing grade.
- **I haven't heard back from an email I sent, what do I do?**
 - Please allow 48 hours (not including weekends or holidays) for responses to your emails. If you do not receive a response during this time frame, please send another e-mail. Be sure to use my email: marsig@ufl.edu.

STEP 3 (MOST OF THIS STEP 3 INFO IS ONLY RELEVANT IF THIS COURSE IS BEING TAUGHT ONLINE):

If your question is of a technical nature, including difficulties with e-Learning, please contact the UF helpdesk at learning-support@ufl.edu, or (352) 392-4357; they are located in the ground floor of the Hub.

- **Examples of questions that should be directed to the Help Desk:**
 - I can't log into E-Learning.
 - I have clicked the "submit" button for my assignment and nothing is happening.
 - I can't upload an assignment (be sure to have reviewed the tutorial on how to do this BEFORE you contact the Help Desk).
 - E-Learning has given me an error message and I can't submit my assignment.

Please remember that all students are required to maintain computer and high-speed Internet access, and access to E-Learning for this course. No extensions will be given for technical difficulties. To prevent technical issues from interfering with your course performance, complete assignments in advance of their due dates. Waiting until the last minute to complete assignments increases the possibility that unforeseen circumstances, including technical difficulties, can result in missed assignments and grades of 0.

If UF E-Learning experiences system-wide technical difficulties that are verified by E-Learning staff, deadlines will be adjusted to allow for completion of quizzes. In such cases, you must report the problem to E-Learning and obtain a ticket number from them; email this ticket number along with any correspondence with E-learning staff to me at marsig@ufl.edu.

STEP 4: If you do not find the answer to your question in the previous steps OR if your question is of a private nature, please contact me or one of the TAs (michaelbeck@ufl.edu or zhangkaili@ufl.edu) and allow 48 hours (not including weekends or holidays) for a response to your questions. We will strive to respond to your inquiries quickly.

COMPLAINCE STATEMENTS

Per the University of Florida instructional policies that have been created in response to Florida legislation in 2023-24, I've been instructed to include the following statements in my syllabus:

- This course, Principles of Sociology, may touch on topics germane to identity, but 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. Grading of assignments and/or exams focuses on understanding of content rather than adopting a specific opinion.

- The course may discuss systemic theories as they relate to sociological perspectives on a wide range of topics relevant to an introductory course in sociology, but it considers them in the context of other theoretical approaches and includes critique of all theoretical perspectives. The course does not endorse concepts of systemic racism, sexism, oppression, or privilege. It also 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 and 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 of assignments and/or exams focuses on understanding of content rather than adopting a specific opinion.

GENERAL EDUCATION SUBJECT AREA OBJECTIVES

Social and behavioral science courses, like SYG 2000, provide instruction in the history, key themes, principles, terminology, and underlying theory 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 effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

MAJOR COURSE OBJECTIVES

- 1) Introduce students to the basic concepts, theories, and methods that sociologists use. Reading assignments and lectures provide students opportunities to see how social scientist 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. In-class exercises will provide students with opportunities to work in small teams and apply critical thinking skills to accomplish various tasks (e.g., speculate on the probable social consequences for legislative and technological innovations).
- 3) Help students to develop the ability to understand how various social processes and structures affect one another. This will be accomplished by showing how various social changes related to family, work, education, health, and other matters involve shifts in public perceptions and social initiatives.
- 4) Encourage students to develop a better understanding of how their own lives and significant relationships are shaped by larger social forces.

5) Provide students with insights about how individuals' interactions with their family members and friends can affect the larger society.

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*:

- 1) *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.
- 2) *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.
- 3) *Critical thinking* is characterized by the 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.

Relevance to General Education Requirements: According to University of Florida's Gen Ed description for the social and behavioral sciences, the S requirement is as follows:

Social and Behavioral Sciences: “courses provide introduction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social behavioral science. Students will learn to identify, describe, and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspective in individual and societal decisions.”

PERFORMANCE INDICATORS OF MASTERY OF SLOs & COURSE REQUIREMENTS AND GRADING

I will calculate your grade using a 1,000 point scale. **Students cannot pass this course without taking the exams and completing both paper assignments (essay and field research project).**

Attendance/In-class Projects (150 pts, 15%)	See description below. In-class projects will require students to demonstrate competence in content, communication, and critical thinking.
CANVAS Discussion Board Assignments (100 pts, 10%)	A full description will appear on CANVAS. Students will be responsible for doing three posts worth (20, 40, 40 points respectively) with specified due dates. Only on-time posts will be eligible for points.

<p>Essay (choose between two options):</p> <p style="text-align: center;"><i>Tuesdays with Morrie</i> or Cell Phone Use</p> <p>(150 pts., 15%)</p>	<p>See descriptions below for each option. Students will submit only 1 essay and have only 1 essay graded. Students must complete one of these essay options to pass the course. The essay will require students to demonstrate competence in communication.</p>
<p>Field Research Project</p> <p>(200 pts., 20%)</p>	<p>See description below. Students must complete this project to pass the course. It will require students to demonstrate competence in communication and critical thinking.</p>
<p>Exams</p>	<p>I provide a tentative schedule below for when Exam 1 will be administered. I may need to modify this slightly depending on how we proceed with the lectures. It will NOT be any earlier than the date scheduled. The final exam is being held during the designated time for the exam so please coordinate your travel plans accordingly. NO EARLY EXAMS UNDER ANY CIRCUMSTANCE.</p>
<p>Exam 1</p> <p>(200 pts, 20%)</p>	<p>The exam will be 50 multiple choice questions and cover Weeks 1-7 lectures, Albom's <i>Tuesdays with Morrie</i>, and Haidt's <i>The Anxious Generation</i>, and other assigned readings. It will require students to have a working knowledge of the theories, concepts, and major findings discussed in the lectures and readings. The exam they will require students to demonstrate competence in critical thinking.</p>
<p>Exam 2</p> <p>(200 pts, 20%)</p>	<p>The exam will be 50 multiple choice questions and cover Weeks 8-16 lectures, Wilkerson's <i>Caste: The Origins of Our Discontents</i>, and other assigned readings). It will require students to have a working knowledge of the theories, concepts, and major findings discussed in the lectures and readings. The exam will require students to demonstrate competence in critical thinking.</p>

IMPORTANT DATES

Exam 1	October 8, Tuesday, class period
Essay	October 22, Tuesday, hard copy in class period, late otherwise
Field Research Project	November 26, Tuesday, hard copy in class period, late otherwise
Exam 2	December 12, Thursday, 7:30-9:30 p.m., in regular classroom

ONLINE COURSE EVALUATION PROCESS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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 [University of Florida \(bluera.com\)](https://bluera.com). Summaries of course evaluations are available to students at: [Public Results - Faculty Evaluations - University of Florida \(ufl.edu\)](#).

IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, July 28th, 2021 Honor Code and Student Conduct Code.

COVID-19 RECOMMENDATIONS

The following UF recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.ufl](https://one.ufl.edu) for screening/testing and vaccination opportunities.
- If you are sick with COVID-like symptoms, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- As with any excused absence, you will be given a reasonable amount of time to make up missed work.

SPECIAL CONSIDERATIONS

- Students are not permitted to sell class notes or tapes of lectures, presentations, or discussions.
- Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. [Get Started with the DRC - Disability \(ufl.edu\)](#).

- It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Students with disabilities should follow this procedure as early as possible in the semester. The SDS office is located in 001 Reid Hall.
- Students interested in seeking writing assistance should consider visiting the UF University Writing Program. It provides 30-minute consultations. The Writing Studio is located in Turlington Hall 2215 phone: 352-846-1138. Link: [Writing Studio – University Writing Program \(ufl.edu\)](https://writingstudio.ufl.edu).

CAMPUS RESOURCES

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273- 4450.
- Collegiate Veterans Success Center: The Collegiate Veterans Success Center supports UF student veterans, service members, and family members of veterans with a designated space on campus to study, socialize, and meet with on and off campus resources in a fun and relaxing atmosphere. Please visit the website or contact vetsuccess@dso.ufl.edu or 352-294-7233 for more information.

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392- 1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

FINAL GRADE DISTRIBUTION

The University of Florida's grading scale includes minus grades. The distribution I've listed below shows the range of grades, the grade point value in terms of how a student's grade will be calculated into his or her GPA, the percentage range I will be using to assign final grades, and the point value range that I'll use to determine final grades. PLEASE NOTE THAT IF YOU EARN A GRADE OF "C-" OR BELOW IT WILL NOT BE COUNTED TOWARD YOUR GENERAL EDUCATION REQUIREMENTS OR YOUR SOCIOLOGY MAJOR REQUIREMENTS. In other words, you will need at least 730 total points in this class in order for it to count toward your Gen Ed or sociology major requirements.

Grade	Grade Points	Percent	Points
A	4.0	93-1000	930-1000
A-	3.67	90-92	900-929
B+	3.33	87-89	870-899
B	3.0	83-86	830-869
B-	2.67	80-82	800-829
C+	2.33	77-79	770-799
C	2.0	73-76	730-769
C-	1.67	70-72	700-729
D+	1.33	67-69	670-699
D	1.0	63-66	630-669
D-	.67	60-62	600-629
E	0	Below 60	599 and below

INCOMPLETE GRADES

The College of Liberal Arts and Sciences has a specific policy and proceed regarding incomplete grades. Please see the following documents:

<http://www.clas.ufl.edu/forms/incomplete-grade-policy-clas.pdf>

<http://www.clas.ufl.edu/forms/incomplete-grade-contract.pdf>

UNIVERSITY OF FLORIDA HONOR CODE

In 1995 the UF student body enacted an [honor code](#) and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

Preamble

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to

holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Pledge

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

*On all work submitted for credit by students at the university, the following pledge is either required or implied:
On my honor, I have neither given nor received unauthorized aid in doing this assignment.*

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Student Responsibility

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council or Student Conduct and Conflict Resolution in the Dean of Students Office.

Faculty Responsibility

Faculty members have a duty to promote honest behavior and to avoid practices and environments that foster cheating in their classes. Teachers should encourage students to bring negative conditions or incidents of dishonesty to their attention. In their own work, teachers should practice the same high standards they expect from their students.

Any form of "paper sharing," electronic paper purchasing, or plagiarism will not be tolerated. I will fail students for the entire COURSE for any form of academic misconduct regarding the preparation of their paper. Please do your own work!

Found at <http://www.dso.ufl.edu/judicial/honorcode.php>

UF UNDERGRADUATE ATTENDANCE POLICIES

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.

In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.

Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

You cannot participate in classes unless you are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

If you do not participate in at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however. The department will notify you if you have been dropped from a course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence.

The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

EXAM, PAPER, AND GRADING POLICIES

Each of the exams will consist of 50 multiple choice questions. The final is NOT cumulative. It will only cover material after Exam 2. However, there may be a few general questions on the final that address basic ideas that I will emphasize throughout the entire semester.

All exams are the property of this course. Students are not permitted to take an exam out of the classroom or office nor may they write down exam questions--failure to comply will result in an "E" since non-compliance is, in effect, cheating. Cheating or copying during an exam also results in an "E" for the exam and the entire course.

I expect all students to take the exams during the scheduled class periods. I do not give make-up exams except under the rarest of circumstances. You **MUST NOTIFY ME IN ADVANCE** that there is a very serious problem and I will decide if you are allowed to take a makeup. If I deny your request to take a make-up, and you do not take the scheduled exam, I will assign a grade of zero for your exam score. If I administer a make-up exam, I reserve the right to give an exam that is different from the exam the class had and to give an essay exam. Students who take make-up exams for **ANY REASON** will be graded on a straight percentage scale (i.e., any curve that is applied to students who take the exam during the scheduled period will not apply to students taking make-up exam). Do not take this class if you anticipate that you might miss an exam for any reason. Note that the final is on **Thursday, December 12th**. **I will administer no early exams for any of the exams.** Students are expected to take the exam during the scheduled period, so if you are making plans to leave town for the break, plan accordingly.

A late penalty will be assigned to papers handed in after the announced due date. The penalty is 10 points per day (Saturday and Sunday count as 5 points apiece). So, if the paper is due on Thursday and you don't get around to submitting it to me until Monday, you will be penalized 30 points. For example, if you would have earned, say, 135 points out of a possible 150 (90% =A-), your final paper score would be 105 due to the penalty (70% =C-). A good strategy is to complete your paper a few days in advance and then spend those days making minor changes to it if necessary and having your friends proof it.

Your final grade is based solely on your attendance/in-class projects, your performance on the three exams, paper, and field research project. **Please do NOT ask about extra credit. There is absolutely NO extra credit for this course.**

VERY IMPORTANT: Your final point total, and the letter grade associated with it, are **FINAL**. I will **NOT** simply add a point or two to someone's final point total so he or she can get a passing grade or a score that will enable the student to graduate. Students should not ask for preferential treatment; it's unfair to the other students and challenges the integrity of the grading scale.

Link for UF Grading Policy: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Note: A minimum grade of "C" is required for general education credit.

IN-CLASS ETIQUETTE

I will appreciate it greatly if you make **a conscientious effort to be on time and ready for each class session**. If you miss an announcement that I make at the beginning of class because you are late or did not attend, it is your responsibility to know what's going on in class. Everyone should make a few "class-buddies" to keep them informed if they are late or miss a class.

With a large number of students, it is particularly important that students show respect for their classmates and me. This means that students should remember to turn off their cell phones before class begins. **PLEASE DO NOT READ OR SEND TEXT MESSAGES DURING THE CLASS**. If you have an "emergency," and need to contact someone, excuse yourself from the room and then return. **You should also refrain from surfing the net while class is in session because it can be disruptive to others around you**. Please refrain from having little chats with your neighbor in class. Finally, if you are answering a question or making a comment in class, please speak loudly enough so that everyone in the class/auditorium can hear it.

ATTENDANCE AND IN-CLASS PROJECTS (worth 150 points)

Students will be required to choose a permanent seat that will be used for attendance purposes. It is every student's responsibility to sit in his/her designated seat to ensure attendance points are logged correctly.

Although this is a big lecture class, I will try to incorporate discussion into it. The course will also include a number of in-class exercises, so attendance is **CRITICAL**. At various points throughout the course, I will ask students to complete projects during the class period or I will request that students answer a question I pose in class and submit their answer to me before the following class period. Some of the in-class projects will involve small group exercises. In general, if you miss an announcement that I make at the beginning of class because you are late or did not attend, it is your responsibility to know what's going on in class. Everyone should make at least two "class-buddies" to keep them informed of class assignments if they are late or miss a class. I will try

to post announcements on CANVAS in a timely way. However, it's ultimately the student's responsibility to stay on top of missed material/announcements.

The projects/reflection papers will be worth 10 or 20 points apiece and will occur randomly throughout the semester. Those persons who participate and satisfactorily complete their small group projects or reflection papers will be eligible for points. Fewer points will be awarded to students who are part of a group that does a mediocre job. For the written assignments on a class reading, I will assign points based on the quality of the work the student submits during the class period. **You can NOT make-up these exact in-class participation projects under any circumstances (see alternative point option below). You also can NOT email me answers or hand them in late.** The projects are designed to promote class interaction that cannot be duplicated outside of the class environment. However, for students who miss turning in an assignment or miss class on a day when an in-class project is conducted and have a **UNIVERSITY AUTHORIZED EXCUSE**, they will have an opportunity to earn the value of the assignments not submitted. In other words, if, during the semester, you do not submit projects that would have added up to, say, 20 points, or 30 points, ... you will complete a short essay question during the Final Exam that will be worth a max of either 20 or 30 points, respectively. I expect and hope that students will **ATTEND ALL** classes.

Purpose: I require attendance to reinforce the importance of learning as an interactive process and secure your commitment to the success of this course. I also want to encourage and reward students to read their assigned readings on time. By attending and participating in class discussions and group projects, students will have the opportunity to develop their critical thinking and team-work skills. These skills are essential for today's labor market.

CANVAS DISCUSSION BOARD ASSIGNMENTS

Description forthcoming.

ESSAY OPTIONS

Students must do either option 1 or 2 to complete the course successfully. **Students who do NOT turn in a paper will receive a failing grade for the course.** You will NOT have a chance to rewrite this paper after it has been submitted so please take your time and be meticulous. See previous section for my policy on late papers. I will NOT read drafts of your paper, but you are free to discuss your basic ideas/focus/outline with either the TA or me.

1. TUESDAYS WITH MORRIE (150 Points)

This assignment will enable you, in a creative way, to apply a sociological perspective to your reading of the *Tuesdays with Morrie* book. The symbolic interactionist perspective and the sociological concepts discussed in this course will provide you with the conceptual tools you will need to think about and analyze this book.

You will need to demonstrate **EXPLICITLY** how the SI perspective informs your analysis of Morrie's experiences with Mitch. In addition you will need to incorporate at least **7 key concepts** into your analysis (see the various chapter review sections in your text for lists of concepts--all chapters are eligible; you may also use concepts I introduce in lecture that are not covered in the book). Demonstrating your ability to use the perspective and concepts in an insightful, accurate, and thought-provoking way is most important. Be creative; think of a unique angle or way of looking at aspects of the main characters' interaction and grabbing the reader's

attention. You should edit your essay so that it is **AT LEAST 4 double-spaced, typed pages but no more than 5 pages** following the instructions below (**you will be penalized if it is less or more**). **Do NOT put in any extra spaces between paragraphs—it should be a standard double space identical to the spacing between lines of text.** You are free to incorporate your own experiences as part of the analysis if applicable.

2. CELL PHONE USE ESSAY (150 points).

Before you begin to write your essay, you should acclimate yourself to the essay topic by viewing this short YouTube video. You do NOT need to cite it. However, it should help you to start thinking about the issues. https://www.youtube.com/watch?v=zncNBE_kgFA

This assignment will enable you to draw upon course content while using a social psychological perspective to frame your assessment of your cell phone usage and others' cell phone usage as well. Young people in the United States, and many other countries, are accustomed to using a cell phone to help them navigate their worlds. From a social psychological perspective, it is useful to step back and explore how people use these devices to manage their interpersonal lives and construct their identities. How we define ourselves and how we relate to others is influenced by our orientation to our cell phones. At times, how we perceive others and judge their behavior is also related to our orientation toward cell phones.

For this essay, you'll need to consider at least the following three elements and incorporate them into your project. You're free to construct and organize your essay as you see fit, BUT you need to make sure your essay covers all three of the points below. In other words, you don't need to order your paper by dealing with the first point, then the second point, and then the third. Just make sure that you cover all three sets of issues.

The strongest papers will be those that are anchored to a coherent theme (an organizational hook) that give the paper a well-articulated focus. You can address your analysis on yourself and one other person or frame your paper to deal with a much larger number of people with whom you've interacted.

First, consider your own personal cell phone use. Identify differences in your cell phone use in public (e.g., school, church, restaurants, etc.) versus private (e.g., dinner with family, out with friends or romantic partner, etc.) spaces. Are you aware and influenced by expected behaviors or norms associated with "appropriate" cell phone use in certain spaces? Have you ever deviated from these norms? Were there situations in which someone expressed disapproval or challenged your cell phone use in public or private spaces? Give details to any tension or conflicts that resulted from your personal cell phone use.

Second, consider others' (e.g., family, friends, strangers, etc.) cell phone use. Were there situations in which norms were violated and you felt and/or expressed disapproval to others' cell phone use? Which norms were violated? Was the conflict in a public or private space? How did you feel and respond?

Third, consider whether you have made changes to your cell phone use to help you adapt to others' expectations of when, where, and how it's appropriate for you (or others) to use a cell phone? In what ways have your observations of others using cell phones in inappropriate situations inspired you to make changes as well?

You will need to incorporate your personal experiences with cell phone use into your essay so that your writing illustrates and examines at least **SEVEN** key sociological concepts that are either discussed in class and/or your readings for this course. **You will need to demonstrate that can effectively integrate into your analysis material from Haidt's book, concepts I discuss in class related to Sherry Turkle's cell and social media research, and other course concepts.** **Bold** and underline the first time you use the concept. Furthermore, you

will be expected to incorporate the symbolic interactionist perspective into your essay. In other words, you will need to indicate **explicitly** in your essay how the perspective(s) informs the way you are thinking about and analyzing your situation. I expect you to write a coherent essay that explores your personal experiences as they relate to these concepts and demonstrates your understanding of what these concepts mean. **Your essay should be AT LEAST 4 typed pages but absolutely no more than 5, and it is due during the class period.** You need to follow the directions closely for preparing your essay (see below).

I will collect and return them in a manner that ensures that no one else but the TA and I sees them. The TA and I will also be the only ones to read them. I will assess your journal concepts paper on the following criteria (use this as a check list):

Based on the above directions, there are **four critical elements** to this essay:

- explicit and rigorous use of the SI theoretical perspective
- explicit and analytically compelling inclusion of at least 7 sociological concepts
- a largely analytical essay, not one that is merely descriptive
- make sure your paper closely adheres to ALL guidelines listed below (especially 4-page minimum)

Essay Evaluation (Option 1 or 2): I will assess your essay on the following criteria (use this as a check list):

1. Degree and quality of analytic effort (**most important, 100 points**)

-
- how insightful is your sociological analysis, ie., does it go beyond a superficial treatment of the subject and get at underlying themes and patterns
- do you present your ideas in a logical fashion
- does your analysis integrate key concepts in meaningful ways
- do you compare/contrast key ideas in a way that demonstrates your deep understanding
- have you clearly shown how the SI perspective helps to frame your analysis
- have you used the concepts and theoretical perspective accurately?

2. Organizational structure and writing style (**25 points**)

- is your paper easy to read, are your sentences clear and without grammatical mistakes
- is your paper well organized with topic sentences and logical transitions between paragraphs
- is there a sense of continuity from the beginning to the end
- have you included a strong opening and conclusion?

3. Creativity of thought and presentation (**15 points**)

- do you keep my interest and motivate me to read the next sentence and to turn the pages
- do you include thought provoking passages or questions that demonstrate original thinking?

4. Quality of professional presentation (**10 points**)

- have you double and triple checked your paper to eliminate typos and misspellings
- is your paper printed with neat and clear ink (no faded type please)
- have you followed my directions for preparing your paper including a cover page, page numbers, font, page limits, NO double spacing between paragraphs, etc.

- have you stapled your paper
- have you submitted your paper on or before the due date?

Things to Note:

1. Make sure you include a cover page with the information listed below. Center this information on the page as the following template illustrates.

Title for Paper
 Last Name, First Name
 E-mail address
 Principles of Sociology
 Dr. William Marsiglio
 Date

2. Do NOT use plastic or any other kind of cover. **STAPLE** your pages together!
3. Papers must be typed using **12 inch font and 1 inch top and bottom margins**. Make sure the print is clearly legible (I have to do a lot of reading).
4. Place in **bold** and **underline** the concepts in the text the **first time** you use them. You do NOT need to highlight them in any subsequent use.
5. Attach a separate page to the end of your paper and assign a letter grade (e.g., A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E) to your effort for each of the four criteria I describe below. In other words, I want you to evaluate your own work.

	Student	Dr. Marsiglio
1. Analytic Effort (100)	_____	_____
2. Organization and writing style (25)	_____	_____
3. Creativity (15)	_____	_____
4. Professional presentation (10)	_____	_____
Total	_____	_____

FIELD RESEARCH PROJECT (200 points)

I will briefly discuss some of the finer points associated with this project in class, but the main directions are listed below.

One of the qualitative methods social scientists use to develop insights about the social world involves field research. As discussed in class (recall the figure below), direct observation (or field research) involves a researcher being present to watch social activities as they happen in real time. Sometimes a researcher is actively involved in whatever processes are being studied (Participant) and other times the researcher is not an active participant (Nonparticipant). In addition, sometimes the researcher directly tells others that they are being studied (Overt), but other times the researcher goes “undercover” and does not tell those who are being observed (Covert). Four different types of field research can be identified when these two dimensions are taken into account simultaneously.

DIRECT OBSERVATION: Researcher Goes Where the Action Is

	Covert	Overt
Participant	A <small>Stripper in club</small>	B <small>Wildland Fire Fighter</small>
Non Participant	C <small>Students interacting with preacher</small>	D <small>Two-way mirror, Parent-child interaction</small>



For this project students are expected to do the following.

1. Identify two other students from the class to be your research partners. I'll distribute a signup sheet to help facilitate this process. The only way you can earn full credit for this assignment is if you do it as part of a team. Note: depending on the total number of eligible students, one or two groups may be forced to include only two members (those groups will not be penalized).
2. Identify a public, legal social activity you can easily observe (e.g., dance club scene, families of parents and kids at a playground, sorority/fraternity party, restaurant, youth sporting event with parents/family/friends present, gym, grocery store, religious service or social event, a condominium association meeting, etc. (many other options exist—but check with Ms. Holmes or me about the suitability of a different setting)
3. All team members spend **AT LEAST AN HOUR** observing the activities at the **SAME TIME**. Do **NOT** initiate conversations with those you're observing. You should **NOT** actively participate in the activity, only observe. You'll be conducting your observations in a manor consistent with "C" above.
4. Ideally, group members should position themselves in different spots so that they do their initial observations separately. During this initial independent phase, you can use whatever notetaking approach works for you (verbal/written on phone, use of notepad), but the more details you log, the better prepared you'll be for the team discussion phase. After those initial observations, group members will come together and discuss/compare their notes and ultimately prepare ONE integrated, team-based document.
5. The final document will be based on team field notes that explore the following topics and use these labels. Place the label to the far left, bold and underline like you see below, and then type your information to the right of it. Do this for all of the labels (a-e). Double space only between each of the

completed subheads. Do NOT use “a,” “b” etc in your document. I use these letters to help describe the guidelines for the project.

- a. **SETTING NAME/TYPE:** In broad terms, note the type of setting. Try not to label it in a way that a specific organization could be identified. For example, if you observe a fraternity/sorority function just mention that it is a fraternity/sorority—do NOT identify the specific fraternity/sorority. How formal/informal is the setting?
 - b. **PHYSICAL DESCRIPTION:** Describe in **DETAIL** the physical and symbolic characteristics associated with the site (e.g., old/new, playful/work, clean/dirty, poor/wealthy, safe/risky....)
 - c. **PARTICIPANT DESCRIPTION:** Describe the types of people participating (e.g., estimated ages, social class, race/ethnicity, gender, sexual orientation if known, religious background if known, student/work status....)
 - d. **SOCIAL PROCESSES (“GOING CONCERNS”):** Describe what is taking place. What is being accomplished? How is the activity being carried out? How familiar do the participants appear to be with each other? How much experience do you believe the participants have in doing this activity with people they know or others? What is the tone of the setting—competitive, cooperative, combative, friendly, nurturing? Identify other notable features of the social processes. You want the reader to get an intimate sense of what is taking place as if they were present, observing the activities themselves.
 - e. **RESEARCHER’S STANDPOINT:** Comment on how your particular standpoints may influence what you see and how you interpret it (e.g., are you a man observing transgender people holding a rally, a white person watching an African American dance troop give a public performance, a childless young adult watching parents and kids playing at a playground, a nonresident watching a condominium association meeting with your friend who lives in the condo complex....). Depending on the specific circumstances of your team members, individuals may have unique standpoints that affect what “jumped out” at them. Some will be more attentive to certain things than others. In this section, you can differentiate your standpoints if they differ in significant ways and highlight how your varied perspectives deepen your insights. Simply use your first name as part of the topic sentence that begins a particular student’s commentary. Students should compare and contrast their perspectives.
6. Incorporate at least 10 sociological concepts into your comments for the a-e labels (especially relevant to b-e) and **bold and underline** them the first time you use them. You need to use the concepts in a manner that demonstrates your working knowledge of them. In other words, use the concepts to help you explain your observations of the social activities.

Document Submission Guidelines

1. Typed (hard copy), electronic copies will **NOT be accepted**
2. Single spaced with all names, e-mail addresses, course, and date
3. Single spaced text but double space between major headings a-e, 12 in font, Times Roman, 1 inch margins top/bottom
4. Make sure type is clear and not smudged/faint
5. Make sure you proof-read your paper multiple times
6. Make sure your document is at least 4 pages but no more than 5.
7. Make sure your pages are numbered (but do not number the cover page)

8. Make sure you **staple** your pages together (no paper clips or loose pages)!

Evaluation for Field Research Project: Your project will be assessed based on:

1. Rich description of the setting and people (A, B, and C above: 30 points total—10 points apiece)
2. How thoughtfully you incorporate a sociological perspective and specific concepts into your analysis of the social activity (D above: 100 points)
3. How thoughtfully you use your sociological insights to demonstrate your understanding of how your standpoints shape your interpretations (E above: 50 points)
4. Professional presentation (no typos, strong/clear writing, follow submission guidelines) (20 points)

COURSE OUTLINE AND READING ASSIGNMENTS

I have organized the lecture topics and readings according to our 16-week semester. You should plan to read the material before or during the week we are covering it. We will spend more time on some topics than others. Notice that there is more reading during the first 9 weeks than the final 6 weeks of the course. You'll be completing your paper and your group research project during weeks 10-12.

Week 1 (August 19-23): Foundations of the Field (Sociological Imagination)

Britannica Online Encyclopedia "Sociology" CANVAS PDF
<https://www.britannica.com/topic/sociology/Data-collection>

Week 2 (August 26-30): Foundations of the Field (Theoretical Perspectives)

Albom, Mitch, *Tuesdays with Morrie: An Old Man, a Young Man, and Life's Greatest Lesson* (New York: DoubleDay, 1997/2007).

Jerry A. Jacobs, "Sociological Curiosity: Updating C. Wright Mills," *Contexts* 20, 3 (2021): 34-39.
[Note: A PDF version is posted on CANVAS]

Week 3 (September 2-6): Studying the Social World (How do We Know What We Know—Methods of the Social Scientist)

Jonathna Haidt, *The Anxious Generation: How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness* (New York: Penguin, 2024). Pp. 1-141, Introduction & Chapters 1-5

Week 4 (September 9-13): Society, Social Interaction, and Culture

Jonathna Haidt, *The Anxious Generation: How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness* (New York: Penguin, 2024). Pp. 143-295, Chapters 6-12 & Conclusion

Week 5 (September 16-20): Socialization

Week 6 (September 23-27): Social Domains and Groups

William Marsiglio, Chapter 3 "Social Domains" in *Chasing We-ness: Cultivating Empathy and Leadership in a Polarized World* (Toronto: University of Toronto Press), pp. 127-195.

Week 7 (September 30-October 4): Families

Marsiglio, William (2009). healthy dads, healthy kids. *Contexts*, 8 (4), 22-27. [Note: A PDF version of this paper is posted on CANVAS].

Week 8 (October 7-11): Stratification and Social Class

Exam 1: October 8th (Tuesday, class periods)

Wilkerson, Isabel, *Caste: The Origins of Our Discontents*. New York, N.Y.: Random House, 2020).

Week 9 (October 14-18): Race and Ethnicity

Wilkerson, Isabel, *Caste: The Origins of Our Discontents*. New York, N.Y.: Random House, 2020).

Week 10 (October 21-25): Sex, Gender, and Sexualities

Simone Ispa-Landa and Barbara J. Risman, “The Gender Revolution on Greek Row,” *Contexts* 20, 3 (2021): 16-21. [Note: a PDF version is posted on CANVAS]

Paper due in class Tuesday, October 22th

Week 11 (October 28-November 1): The "Sociological Body": Age, Health, and Sexuality

Arlene Stein, “Transitioning Out Loud and Online,” *Contexts* 15, 2 (2016): 40-45. [Note: A PDF version is posted on CANVAS].

Week 12 (November 4-8): Education, Religion, and Science

R. Khari Brown and Ronald Brown, “What Americans Hear About Social Justice at Church – and What They Do About It,” *The Conversation*, November 18 (2021), <https://theconversation.com/what-americans-hear-about-social-justice-at-church-and-what-they-do-about-it-168713>.

Week 13 (November 11-15): Sociology of Environments: The Natural, Physical, and Human Worlds

Deborah McCarthy Auriffeille and Catharine Fleming, “Parenting for Environmental Changes,” *Contexts* 21, 1 (2022): 26-31. [Note: A PDF version is posted on CANVAS]

Research Project due in class Tuesday, November 26st.

NOTE: All team members do not need to be present to hand in the paper. However, all team members will suffer the same late penalties if it is not turned in on time.

Week 14 (November 18-22): Power, Politics, and Social Movements

Deborah A. Harris and Patti Giuffre, “#MeToo in the Kitchen,” *Contexts* 19, 2 (2020): 22-27. [Note: A PDF version is posted on CANVAS]

Week 15 (November 25-29): Social Change

Week 16 (December 2-6): Social Change (and Summary)

Last day of class for this class is Tuesday, December 3rd, No class on Thursday, December 5th.

Exam 3: December 12 (Thursday), 7:30 a.m – 9:30 p.m. (classroom)