

PRINCIPLES OF SOCIOLOGY
SYG 2000 FALL 2022
MWF 11:45 AM – 12:35 PM | LEI 0104

INSTRUCTOR:

Rosario Fernandez-Romero
Pronouns: She/her
rfernandezromero@ufl.edu

OFFICE HOURS:

Wednesdays 12:35 PM – 2:35 PM or by
appointment.
TUR3347

TEXTBOOK:

We will be using an open-source textbook that is available for free online.

OpenStax. *Introduction to Sociology 3e*. OpenStax CNX, 2021.

Additional readings can be found on Canvas.

GENERAL EDUCATION SUBJECT AREA OBJECTIVES

Social and behavioral science courses, like SYG2000, 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.

COURSE OBJECTIVES FOR SYG2000 PRINCIPLES OF SOCIOLOGY

1. Introduce students to the basic concepts, theories, and methods that sociologists use. Course materials and activities provide students opportunities 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 their own lives and significant relationships are shaped by larger social forces.
5. Provide students with insights about how individuals' interactions with others 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*:

- *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 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.

COURSE COMPONENTS:

Your grade will be based on attendance, quizzes, team research assignments, peer evaluations, and exams. Please note that I will not round up final grades. If you would like to discuss your grade at any point during the semester, please see me during office hours.

Attendance: 20% of final grade

This class is a large discussion component and relies heavily on team-based learning activities, therefore, you are expected to come to class prepared and ready to participate. Attendance will be randomly graded and will be based on miscellaneous in-class assignments. Students with unexcused absences on these days will not be allowed to complete any make-up or alternative assignments.

Quizzes: 10% of final grade

There are a total of 10 quizzes; each quiz is worth 1% of your final grade. Each quiz is composed of 5 multiple-choice and true/false questions, and you will have 8 minutes to complete it.

Quizzes are due Friday at 11:59 PM.

Team Research Assignments: 20% of final grade

There will be a total of 4 team research assignments; each assignment is worth 5% of your final grade. These assignments are intended to provide students with hands-on experiences doing research. You and your teammates will work together to produce a single submission for which all team members will receive the same grade.

Peer Evaluations: 20% of final grade

You and your team will develop a Peer Evaluation rubric before each research assignment. This rubric will help establish expectations for all team members. At the end of each research assignment, each student will submit a peer evaluation grading their teammates. I will then use these evaluations to calculate and assign each student's Peer Evaluation grade.

Exams: 30% of final grade

Midterm Exam (15%): The midterm will cover material from Chapters 1-6, 7.1, 9, and 10, as well as any material discussed in class. The exam will consist of multiple-choice and true/false questions.

Final Exam (15%): The final will cover material from Chapters 8, 11, 12, 14, 15, 16, 19, and 21 and any material discussed in class. The exam will consist of multiple-choice and true/false questions.

Grades will be calculated on the following components:

Attendance	20%
Quizzes	10%
Team Research Assignments	20%
Peer Evaluations	20%
Exams	30%
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TOTAL	100%

Accordingly, final course grades will be based on the following grading scale:

A	100 – 95%
A-	94 – 90%
B+	89 – 87%
B	86 – 83%
B-	82 – 80%
C+	79 – 77%
C	76 – 73%
C-	72 – 70%
D+	69 – 67%
D	66 – 63%
D-	62 – 60%
E	59 – 0%

ATTENDANCE, MISSED ASSIGNMENTS, AND MAKE-UP ASSIGNMENTS/EXAMS

I understand you have other obligations outside of my class. If you know you will need an extension, please reach out to me at least 12 hours before an assignment is due.

It is up to my discretion to allow a student with an unexcused absence to make up a missed assignment, quiz, or exam. If you know you will not be able to attend class due to an exceptional circumstance, please contact me before the relevant class period. Exceptional circumstances are limited to any emergency that can be documented, such as a death in the family, medical emergency/illness requiring medical attention for the student or a family member, or urgent issues beyond the student's control. In such circumstances, students may be asked to submit supporting evidence or documentation to the professor.

If you miss class without prior notice or for a medical reason, you must submit an Instructor Notification request to the Dean of Students (<https://care.dso.ufl.edu/>). The Dean of Students will review your documentation and advise whether your absence warrants an excused absence. However, I have the right to accept or reject the Dean of Students' recommendation.

In certain situations, students with legitimate excuses (court-imposed legal obligations, university-sponsored activities, religious holidays, etc.) or accommodations through the Disability Resource Center (DRC) may be allowed to take an exam early at my discretion. These situations may also excuse students from in-class assignments they miss on those days. Students who will miss an exam for these reasons must notify me at least one week in advance, and appropriate documentation must be provided. Regardless of the reason for missing an exam, all students who take a make-up will have an all-written test (no true/false or multiple-choice questions).

ACCESSIBILITY ACCOMMODATIONS

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC). [Click here to get started with the Disability Resource Center](#). Students registered with the DRC who wish to use their accommodations in this class must send me a current accommodation letter through the DRC portal. Accommodations cannot be utilized until proper documentation is submitted.

GATOR EVALS

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 [here](#).

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.bluer.com/ufl/>. Summaries of course evaluation results are available to students [here](#).

ACADEMIC MISCONDUCT

The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium.

All UF students are bound by the UF honor code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

TENTATIVE FALL 2022 CLASS SCHEDULE*

Week 1: Introduction	8/24 – 8/26
<p>READINGS:</p> <ul style="list-style-type: none"> ○ Chapter 1: An Introduction to Sociology 	
Week 2: Methods	8/29 – 9/2
<p>READINGS:</p> <ul style="list-style-type: none"> ○ Chapter 2: Sociological Research <p>DUE:</p> <ul style="list-style-type: none"> ○ Chapter 2 Quiz – Friday (9/2) 11:59 PM 	
Week 3: Culture	9/5 – 9/9
<p>9/5 – Labor Day – No class</p> <p>READINGS:</p> <ul style="list-style-type: none"> ○ Chapter 3: Culture <p>DUE:</p> <ul style="list-style-type: none"> ● Chapter 2 Quiz – Friday (9/9) 11:59 PM ● Team Research Assignment 1 – Saturday (9/10) 1:00 PM ● Peer Evaluation1 – Saturday (9/10) 1:00 PM 	
Week 4: Socialization	9/12 – 9/16
<p>IN CLASS:</p> <ul style="list-style-type: none"> ● <i>The Fat Farms of Mauritania</i> <p>READINGS:</p> <ul style="list-style-type: none"> ● Chapter 5: Socialization ● <i>Explaining Annette Lareau, or, Why Parenting Style Ensures Inequality</i> – Laura McKenna <p>DUE:</p> <ul style="list-style-type: none"> ● Chapter 5 Quiz – Friday (9/16) 11:59 PM 	
Week 5: Society	9/19 – 9/23
<p>READINGS:</p> <ul style="list-style-type: none"> ● Chapter 4: Society and Social Interaction 	

DUE:

- Chapter 4 Quiz – Friday (9/23) 11:59 PM

Week 6: Social Groups and Social Control

9/26 – 9/30

READINGS:

- Chapter 6: Groups and Organizations
- Chapter 7.1: Deviance and Control

DUE:

- Chapter 6 & 7.1 Quiz – Friday (9/30) 11:59 PM
- Team Research Assignment 2 – Saturday (10/1) 1:00 PM
- Peer Evaluation 2 – Saturday (10/1) 1:00 PM

Week 7: Social Stratification in the U.S.

10/3 – 10/7

10/7 – Homecoming – No Class

IN CLASS:

- Team Presentations

READINGS:

- Chapter 9: Social Stratification in The United States
- *The Geography of Food stamps* – Tim Marema

DUE:

- Chapter 9 Quiz – Friday (10/7) 11:59 PM

Week 8: Global Inequality

10/10 – 10/14

IN CLASS:

- *Growing Up Poor in America*

READINGS:

- Chapter 10: Global Inequality

DUE:

- Chapter 10 Quiz – Friday (10/14) 11:59 PM

Week 9: Race and Ethnicity

10/17 – 10/21

10/17 – MIDTERM EXAM

IN CLASS:

- *Beyond Borders: Undocumented*

READINGS:

- Chapter 11: Race and Ethnicity
- “The White Internet’s Love Affair with Digital Blackface”
<https://www.youtube.com/watch?v=5qm0LwUHDqE>

DUE:

- Chapter 11 Quiz – **Friday (10/21) 11:59 PM**

Week 10: Gender, Sex, and Sexuality

10/24 – 10/28

IN CLASS:

- *Growing up Trans*

READINGS:

- Chapter 12: Gender, Sex, and Sexuality
- *Are we having sex now or what?* – Greta Christina
- *I didn’t understand male privilege until I became a stay-at-home dad* – Billy Doidge Kilgore

DUE:

- Survey Link – **Monday (10/24) 11:45 AM**
- Chapter 12 Quiz – **Friday (10/28) 11:59 PM**
- Team Research Assignment 3 – **Saturday (10/29) 1:00 PM**
- Peer Evaluation 3 – **Saturday (10/29) 1:00 PM**

Week 11: Social Movements

10/31 – 11/4

IN CLASS:

- Team Presentations

READINGS:

- Chapter 21: Social Movements and Social Change

DUE:

- Chapter 21 Quiz – **Friday (11/4) 11:59 PM**

Week 12:

11/7 – 11/11

11/11 – Veterans Day – No Class

IN CLASS: Media & Technology: Generation Like	
Week 13: Catch up week	11/14 - 11/18
READINGS: <ul style="list-style-type: none"> • Chapter 8: Media & Technology 	
Week 14: Catch up + Thanksgiving Break	11/21 – 11/25
Thanksgiving break 11/23 - 26 th – No Class	
Week 15: Team Presentations	11/28 - 12/2
IN CLASS: <ul style="list-style-type: none"> • Team Presentations READINGS: <ul style="list-style-type: none"> • Chapter 14: Relationships, Marriage, & Family • Chapter 15: Religion DUE BEFORE CLASS: <ul style="list-style-type: none"> • Team Research Assignment 4 – Monday (11/28) 11:45 AM • Peer Evaluation 4 – Monday (11/28) 11:45 AM 	
Week 16: Final Exam Review	12/5 - 12/7
IN CLASS: <ul style="list-style-type: none"> • Final Exam Review READINGS: <ul style="list-style-type: none"> • Chapter 16: Education • Chapter 19: Health and Medicine 	
FINAL EXAM – TUESDAY (12/13) 3:00 – 5:00 PM	

** Class schedule is subject to change at the instructor's discretion.*