

SYG 2000 – Principles of Sociology (Sect #17333)

Fall 2024 • University of Florida • 3 Credits

Little Hall 101

MWF, Period 6 (12:50pm-1:40pm)



"Standing Still at Shibuya Crossing, Japan" by Richard Schneider is licensed under [CC BY-NC-SA 2.0](https://creativecommons.org/licenses/by-nc-sa/2.0/). Recolored and cropped from original.

Instructor: **Dr. Evan W. Lauteria** (he/him)

Email: elauteria@ufl.edu

Instructor Office Hours

Office Location: Turlington 3361A

By Appointment: Mondays & Fridays Time: 11:30am-12:30pm; 2:00pm-2:30pm http://calendly.com/evanlauteria/oh15	Walk-ins: Thursdays Time: 10:00am-12:00pm [no appointment needed]
--	---

Teaching Assistants

Rodrigo Mezarina (he/him) rodrigo.mezarina@ufl.edu Office Hours: Thursdays, 1:00pm-3:00pm via Zoom: https://ufl.zoom.us/j/94399547184?pwd=6O4RIVmVxsujCXjbaTevD8eyhT7Ofz.1	Wenyi Shen (she/her) wenyi.shen@ufl.edu Office Hours: Mondays, 3:00pm-5:00pm Office Location: Turlington 3347
---	---

Course Description and Learning Objectives

[From the UF Catalog] Introduces sociology as a social science and analysis of American society. Culture, socialization, deviance, bureaucracy, population, urbanization, social stratification, minorities, and other topics.

[From the Instructor] "Principles of Sociology" is a general survey of the field of sociology and the study of how human societies operate, with an emphasis on modern and contemporary American society. Students will learn the basic concepts, theoretical approaches, and methods of inquiry in sociology. Topics include the analysis and explanation of social behavior, culture, social structures, stratification, institutions, and social change. Students will be prompted to apply sociological ideas to the examination of everyday life.

Course Readings

The Sociology Project 3.0: Introducing the Sociological Imagination, by Jeff Manza, et al.

ISBN-13: 9780137871926

<https://www.pearson.com/en-us/subject-catalog/p/sociology-project-30-the-introducing-the-sociological-imagination/P200000006757/9780137871926>

The course text is *mandatory*, but you are encouraged to use the “rental” eTextbook option (\$10.99/month). Course lectures/discussions will refer to and expand upon the assigned readings from the textbook, and you will be assessed on your comprehension of its material on both the midterm and final exams. Consider downloading the [Pearson+ App](#) on a tablet or reading device for ease of use. Additional course readings will be available on Canvas for download under “Files.”

The readings encompass multiple theoretical perspectives and interpretations, as well as different sources and types of evidence. Our use of readings will highlight critical engagement of all perspectives and evidence covered, rather than endorsing one perspective over others.

General Education Subject Area Objectives

SYG 2000 is a General Education Course in Social Science (S). It provides 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.

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*:

- 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.

Course Structure & Assignments

Students in this class will be assessed across these three thematic areas based on their performance on the assessments outlined below. Assignments are due by 11:59pm on the date listed unless otherwise specified.

Assignment	Points	Percent	Due Date
Game Play Checks (due before start of class)	4 x 5	4%	Friday, September 6 th Friday, September 27 th Friday, October 25 th Friday, November 22 nd
Game Response Papers (lowest score dropped)	3 x 50	30%	Friday, September 13 th Friday, October 4 th Friday, November 1 st Wednesday, December 4 th
Mini Homework Worksheets (lowest score dropped)	4 x 25	20%	Monday, September 23 rd Monday, October 14 th Monday, October 21 st Monday, November 4 th Monday, November 18 th
At-Home Exams (lowest score dropped)	2 x 100	40%	Friday, October 11 th Friday, November 8 th Friday, December 13 th
Attendance	30	6%	--
TOTAL	500	100%	

General education student learning outcomes (SLOs) are assessed across this course's assignments and assessments as follows:

	Game Response Papers	Homework Worksheets	At-Home Exams
<i>Content</i>	Description of Selected Theory/Model; Definition of Theory/Model's Concepts and Terms	Use of Appropriate Vocabulary and Concepts	Multiple Choice & Free-Response Questions
<i>Communication</i>		Written Description of Graphical/Tabular Data	Free-Response Questions
<i>Critical Thinking</i>	Application of Selected Theory/Model in Analysis; Connecting Observations and Data to Selected Theory/Model	Interpretation and Synthesis of Graphical/Tabular Data	/

Game Response Papers & Game Play Checks

Four times during the semester, you will play through a short video game related to the content from the readings and classes for that week. Before playing each game, you are encouraged to read the “play prompt” for the respective game, which is designed to guide your thoughts as you play. We will discuss these games briefly in class, in relation to the relevant sociological theories and issues highlighted in the play prompt.

You will need to complete an online “check” to verify you have completed the assigned video game before class meets on the day we will discuss its content. These checks are short and straightforward, usually asking very surface-level information (character names, major events in the game, etc.). These checks are administered simply to ensure you are prepared to discuss the deeper material in-class with your peers and can be completed an unlimited number of times to maximize your score. These *must* be completed before the class meeting time.

You are then tasked with writing response papers for each game, based on the Canvas play prompt. These are due at the end of the week following our in-class game discussion. Each response should be 450 to 700 words in length. Prompts and further details on each paper assignment, including assessment rubrics, are available on Canvas. The lowest score among your four game response papers (including 0’s for non-submissions) will be dropped.

	Game Play Check (due by start-of-class)	Game Response Paper (due by 11:59pm)
SPENT	Friday, September 6 th	Friday, September 13 th
Orwell (Demo/Chapter 1)	Friday, September 27 th	Friday, October 4 th
FairPlay	Friday, October 24 th	Friday, November 1 st
Mission U.S.: City of Immigrants	Friday, November 22 nd	Wednesday, December 4 th

Mini Homework Worksheets

In conjunction with completing assigned readings and viewing related media, you will be asked to complete at-home worksheets, usually focused on interpreting sociological data. Worksheets can be completed on-paper (and submitted in-class) or digitally in Word, GoogleDocs, or a PDF reader (and submitted on Canvas). These tasks should take approximately 1 hour to complete. The lowest score among your five homework worksheets (including 0’s for non-submissions) will be dropped.

Worksheet Topic	Due Date
<i>United States Crime Statistics</i>	Monday, September 23 rd
<i>Job Prospects and Living Wages</i>	Monday, October 14 th
<i>Measures of Racial Inequality and Stratification</i>	Monday, October 21 st
<i>Gender Differences and Family Demography</i>	Monday, November 4 th
<i>Life Expectancy and Social Determinants of Health</i>	Monday, November 18 th

At-Home Exams

Three times during the semester, you will need to complete an online exam covering material addressed in course lecture *except* video game content and homework worksheet content. Each exam is cumulative: Exam 1 covers weeks 1-7; Exam 2 covers weeks 1-11; and Exam 3 covers weeks 1-16. These exams are open-note; you are encouraged to rely on uploaded course slides, your own notes, and the textbook while completing the exams. Questions will primarily be multiple choice, with one short-response question at the end. Exams are to be completed at home, in one 90-minute session, and are made accessible for one full week before the closing date and time. The lowest score among your three exams (including 0's for non-submissions) will be dropped.

	Opening Date (at 12:01am)	Closing Date (by 11:59pm)
<i>Exam #1</i>	Saturday, October 5 th	Friday, October 11 th
<i>Exam #2</i>	Saturday, November 9 th	Friday, November 8 th
<i>Exam #3</i>	Saturday, December 7 th	Friday, December 13 th

Attendance

Attendance will be taken in-class through a survey tool integrated into our course Canvas site. You will need to bring a device to class that allows access to the internet, either through cellular data or campus Wi-Fi. Students who lack access on specific days should approach the instructor or teaching assistant(s) to avoid losing attendance points for technological reasons. Students may miss up to six 50-minute class meetings without grade penalty. Further absences will result in a 5-point reduction to a student's attendance grade. Students can receive negative attendance scores based on this calculation scheme. Tardiness is permitted (please come to lecture even if you are late!), but if a student arrives after the attendance survey is administered and closed, the student will be marked as absent for that day.

In accordance with University Attendance Policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>), students may miss class for "acceptable reasons" without penalty, but appropriate documentation is required. Planned absences must be addressed with the instructor ahead of time; unplanned absences should be address as soon as possible. Acceptable absences will not impact a student's attendance grade if documentation is provided within an appropriate time frame.

Course Policies

Communication: You may contact me with questions about the course, the site, or assignments and assessments at your leisure. When emailing me, I ask that you mention in the email title or body that you are in SYG 2000. I will endeavor to reply as quickly as possible, usually within 48 hours. Please be aware that I do not typically check my email regularly on weekends. Please use your UFL email account; I cannot guarantee messages sent through the Canvas messaging system will receive timely responses.

Course 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/>.

Course Grading Policy: This course’s grading scale for final scores, based on the assignment descriptions provided earlier in this syllabus, is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	F
100% to 94%	< 94% to 90%	< 90% to 87%	< 87% to 84%	< 84% to 80%	< 80% to 77%	< 77% to 74%	< 74% to 70%	< 70% to 67%	< 67% to 64%	< 64% to 0%

A minimum grade of C is required for General Education credit.

Further information on university grades and grading policies at the University of Florida can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Extra Credit: In general, I do not provide extra credit opportunities during the semester. As such, students should plan to perform well on the regular course assignments and assessments.

Late Assignments: Written assignments and homework worksheets may be submitted up to 72 hours (3 days) late, at a 15% score penalty. Online quizzes and exams cannot be submitted late. Extensions beyond this policy will only be provided in *extreme* extenuating circumstances, usually requiring documentation and/or discussion with the instructor. Such instances will be handled on a case-by-case basis (that is, just asking for an extension is not a guarantee!).

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students with disabilities who experience barriers to learning should request academic accommodations through the Disability Resource Center. Visit <https://disability.ufl.edu/get-started/> to begin this process. Part of the process will involve the generation of an accommodation letter; please share this letter with the instructor as early as possible in the semester. You are invited, but not required, to discuss your needs with the instructor, as well.

UF Student Honor and Conduct Code: UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Conduct Code specifies a number of behaviors that are in violation of

this code and the possible sanctions. [See the UF Conduct Code website for more information.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

Academic Compliance Statement:

In SYG 2000, 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 with an emphasis on diverse theoretical perspectives rather than privileging one over the other. The class emphasizes maintaining accuracy and objectivity and skills to evaluate evidence and claims. Discussions of history are case- or data-driven rather than rooted in ideology or advocacy, and students can draw their own conclusions.

SYG 2000 may touch on topics germane to identity, but as subjects of study and not advocacy; in that spirit, this course examines diverse 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.

SYG 2000 may discuss systemic theories as they relate to sociological perspectives on the Principles of Sociology, but it considers them in the context of other theoretical approaches and includes critique of diverse theoretical perspectives. The course may explore various theoretical concepts, including of systemic racism, sexism, oppression, or privilege, without endorsing any specific viewpoint. 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. Grading of assignments and/or exams focuses on understanding of content rather than adopting a specific opinion.

Changes to Syllabus: The instructor reserves the right to make changes to this syllabus during the semester. Changes will only be to the students' benefit, and changes will always be announced well in advance. All changes will be reflected in the syllabus with appropriate notation, and changes will be announced with sufficient advanced notice on Canvas.

Course Schedule

“SP” denotes readings from “The Sociology Project, 3.0” by Jeff Manza, et al.
Readings assigned are to be completed prior to the in-person course meeting.


Week 1 – August 23rd **[Introduction]**

Friday

No Readings (Explore Canvas course site at home)

Week 2 – August 26th – 30th **[The Sociological Imagination]**

Monday

 Stanton, Andrew, et. al. 2008. *WALL-E*. USA: Pixar Animation Studios & Walt Disney Pictures. [Access Online via Swank Digital Campus](#).

Wednesday

Mills, C. Wright. 1959. Excerpt from “The Promise.” Pp. 3-24 in *The Sociological Imagination*. New York, NY: Oxford University Press.

Optional: SP Chapter 1.1: “What Is the Sociological Imagination...?”

Friday

SP Chapter 5 Introduction, 5.1: “What is Social Structure?”, and 5.2: “How do Roles and Social Hierarchies...?”

Week 3 – September 2nd – 6th **[Social Structure]**

Monday – No Class (Labor Day)

Wednesday

SP Chapter 5.3: “How do Norms and Institutions...?”, 5.4: “How do Social Structures Influence...?”, and 5.5: “Why are Social Structures Slow...?”

Friday

 Play [SPENT](#) by McKinney and the Urban Ministries of Durham (2011).

Week 4 – September 9th – 13th **[Modern Societies]**

Monday

SP Chapter 2.1: “What is Social Theory?” and 2.3: “What Innovations in Social Theory Emerged...?”

SP Chapter 6.1: “How does Social Life Relate to the Natural Environment?”

Wednesday

SP Chapter 9.1: “What are Capitalist Markets?”, 9.2: “What are the Varieties of Capitalism in the World Today?”, and 9.4: “Why are Organizations Important...?”

Friday

SP Chapter 15.1: “What Draws People to Cities?” and 15.3: “How do Cities Influence Who We are...?”

Week 5 – September 16th – 20th

[Social Control]

Monday

SP Chapter 4 Introduction, 4.1: “How do We Develop...?”, 4.2: “How do we Make Sense...?”, and 4.3: “What Challenges do We Face...?”

Wednesday

SP Chapter 7 Introduction, 7.1: “What is Deviance?” and 7.2: “How is Social Control Imposed on Society?”

Friday

SP Chapter 7.3: “How is Moral Behavior Defined...?”
SP Chapter 19.4.3: “The Opioid Epidemic”


Week 6 – September 23rd – 27th

[Crime and Deviance]

Monday

SP Chapter 7.4: “How do Power and Inequality Impact Deviance?”
SP Chapter 20.1: “What Constitutes a Crime...?” and 20.2: “How Much Crime...?”

Wednesday

 Christakis, Nicholas. 2010. “The Hidden Influence of Social Networks.” TED2010.
[Access Online at TED.com.](https://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks)

Friday

 Play Chapter 1 (Game Demo) of [Orwell: Keeping an Eye on You](#) by Osmotic Studios (2016).

Week 7 – September 30th – October 4th

[Power and Inequality]

Monday

SP Chapter 8.1: “What are the Distinct Forms of Power?” and 8.2: “What is the State...?”

Wednesday

SP Chapter 11 Introduction and 11.1: “What is Inequality?”
SP Chapter 21.3: “Who has Political Power in the United States Today?”

Friday

SP Chapter 11.4: “How much Poverty Exists...?”

Week 8 – October 7th – 11th

[Work and Class Stratification]

Monday

SP Chapter 11.2: “Why is America so Unequal?”, 11.3: “Do we all have Equal Opportunity...?”, and Chapter 11 Conclusion

Wednesday

SP Chapter 12.1: “What is the Division of Labor...?” and 12.3: “...Good Jobs, Regular Jobs, and Bad Jobs?”

Friday

SP Chapter 12.5: "What are the Central Challenges...?"

Week 9 – October 14th – 18th

[Race and Ethnicity I]

Monday

SP Chapter 13.1 "What is the Difference..." and 13.2: "Is Race Real?"

Wednesday

SP Chapter 13.3: "What is Racism?"

Friday – No Class (Homecoming)

Week 10 – October 21st – 25th

[Race and Ethnicity II]

Monday

SP Chapter 13.4 (only 13.4.1 to 13.4.4): "Do Race and Ethnicity Matter...?"

SP Chapter 15.4: "Why are So Many Problems Found in Cities?"


SP Chapter 20.4: "What is the Role of Racism...?" and 20.6: "What are the Consequences of Mass Incarceration?"

Wednesday

SP Chapter 13.4.7: "How do We Explain the Privileges of Being White?"

McIntosh, Peggy. 1989. "White Privilege: Unpacking the Invisible Knapsack." *Peace and Freedom Magazine* July/August: 10-12.

Friday

 Play [FairPlay](#) by GearLearning & Wisconsin Center for Educational Research (2010).

Week 11 – October 28th – November 1st

[Gender and Sex]

Monday

SP Chapter 14.1 "Where do Gender Differences Come From?" and 14.2: "How have the Lives of Women and Men Changed..."

Wednesday

Martin, Karin A. 1998. "Becoming a Gendered Body: Practices of Preschools." *American Sociological Review* 63(4): 494-511.

Friday

SP Chapter 14.4.3: "Gender Inequality in Sex..." and 14.4.4: "Unwanted Sex: Rape, Sexual Assault, and Sexual Harassment"

Week 12 – November 4th – 8th

[Family and Education]

Monday

SP Chapter 16 Introduction, 16.1: "What is a Family?", 16.2: "Why are Families Changing?", and 16.4: "What is it like to Grow Up...?"

Wednesday – No Class (Election Results Day; not a campus holiday)

Friday

SP Chapter 10.3: “How do our Cultural Practices Relate to Class...?”

SP Chapter 18.2: “How is Education Related to Important Life Outcomes?” and 18.3: “Do Schools Provide all Children...?”

Week 13 – November 11th – 15th

[Health and Medicine]

Monday – No Class (Veteran’s Day)

Wednesday

SP Chapter 19 Introduction, 19.1: “How do Social Contexts Affect Health?”, 19.2: “Who Gets Sick, and Why?”, and 19.3: “How do Physician/Patient Interactions...?”

Friday

SP Chapter 8.3: “Why does the Capitalist State Normally Protect...?”

SP Chapter 19.5: Why is Healthcare in America So Much More Expensive...?”

Week 14 – November 18th – 22nd

[Immigration]

Monday

SP Chapter 24.1: “What is Immigration...?” and 24.2: “What is the History of Immigration...?”

Wednesday

SP Chapter 24.3: “Why do People Move?”

Friday

SP Chapter 24.4: “How do Immigrants Fare...?”, and Chapter 24 Conclusion

 Play [Mission US: City of Immigrants](#) by Thirteen Productions (2015).

Week 15 – No Class (Thanksgiving Break)

Week 16 – December 2nd – 6th

[Globalization]

Monday

SP Chapter 25 Introduction, 25.1: “What is Globalization?”, and 25.3 “What Drives Globalization?”

Wednesday

SP 25.4: “What are the Benefits and Drawbacks...?” and Chapter 25 Conclusion

Friday – No Class (Reading Days)