

SYG 2000 – Principles of Sociology (Sect #24653)

Spring 2025 • University of Florida • 3 Credits

McCarty Hall A, Room G186

Tuesday, Period 7 (1:55pm-2:45pm) | Thursday, Period 7-8 (1:55pm-3:50pm)



"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 & Office Hours

| | |
|---|--|
| Dr. Evan W. Lauteria (he/him) elauteria@ufl.edu Office Location: Turlington 3361A | Walk-ins: Tuesdays Time: 11:45am-1:45pm [no appointment needed] |
| | By Appointment: Wednesdays & Fridays Time: 2:00pm-3:30pm http://calendly.com/evanlauteria/oh15 |

Teaching Assistants & Office Hours

| | |
|---|---|
| Ashra Kunwar (she/her) kunwarashra@ufl.edu | Thursdays, 12:30pm-1:30pm [via Zoom] Fridays, 5:10pm-6:10pm [TUR 3349] |
| Aitong Li (she/her) aitongli@ufl.edu | Thursdays, 5:00pm-7:00pm [TUR 3349] |
| Luciana Miguel (she/her) luciana.miguelca@ufl.edu | Tuesdays, 1:55pm-2:55pm [TUR 3347] Wednesdays, 12:50pm-1:50pm [TUR 3347] |
| Beth Betzalel (she/her) bethbetzalel@ufl.edu | [undergraduate reader; no office hours] |

Course Description and Learning Objectives

Introduces sociology as a social science and analysis of American society. Culture, socialization, deviance, bureaucracy, population, urbanization, social stratification, minorities, and other topics.

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. 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 6 | 4.8% | Tuesday, January 28 th Tuesday, February 11 th Thursday, March 13 th Thursday, April 10 th |
| Game Response Papers (lowest score dropped) | 3 x 50 | 30% | Friday, February 7 th Friday, February 21 st Friday, March 28 th Friday, April 18 th |
| Homework Worksheets (physical copies required; due in class) | 6 x 21 | 25.2% | Tuesday, February 4 th Tuesday, February 25 th Tuesday, March 11 th Tuesday, April 1 st Tuesday, April 8 th Tuesday, April 22 nd |
| In-Person Exams (lowest score dropped) | 2 x 100 | 40% | Thursday, February 27 th Thursday, April 3 rd *Friday, May 2 nd |
| Attendance [Extra Credit] | -- | -- | -- |
| TOTAL | 500 | 100% | |

*Exam #3 will be administered in-person during our [University-scheduled final exam time](#).

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

| | Game Response Papers | Homework Worksheets | 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 500 to 750 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 | Tuesday, January 28 th | Friday, February 7 th |
| Orwell (Demo/Chapter 1) | Tuesday, February 11 th | Friday, February 21 st |
| FairPlay | Thursday, March 13 th | Friday, March 28 th |
| Mission U.S.: City of Immigrants | Thursday, April 10 th | Friday, April 18 th |

Homework Worksheets

In conjunction with completing assigned readings and viewing related media, you will be asked to complete at-home worksheets, mostly focused on interpreting sociological data. Worksheets can be completed on-paper or digitally in Word, GoogleDocs, or a PDF reader. In either case, worksheets must be submitted *in printed form in-person*. These tasks should take approximately 1 to 2 hours to complete.

| Worksheet Topic | Due Date |
|---|------------------------------------|
| <i>United States Crime Statistics</i> | Tuesday, February 4 th |
| <i>Job Prospects and Living Wages</i> | Tuesday, February 25 th |
| <i>Measures of Racial Inequality and Stratification</i> | Tuesday, March 11 th |
| <i>Gender Differences and Family Demography</i> | Tuesday, April 1 st |
| <i>Social Determinants of Health</i> | Tuesday, April 8 th |
| <i>Planning a Social Movement</i> | Tuesday, April 22 nd |

In-Person Exams

Three times during the semester, you will be assessed on your content knowledge via in-person examinations. These exams cover material addressed in course lecture *except* video game content and homework worksheet content. Additionally, each exam is *non-cumulative*: Exam 1 covers Units 1 and 2; Exam 2 covers Unit 3; and Exam 3 covers Unit 4. Questions will primarily be multiple choice and matching, with one short-response question at the end.

| Exam | Date |
|-----------------------------------|---|
| <i>Exam #1 (on Units 1 and 2)</i> | Thursday, February 27 th |
| <i>Exam #2 (on Unit 3)</i> | Thursday, April 3 rd |
| <i>Exam #3 (on Unit 4)</i> | Friday, May 2 nd (7:30am-9:30am) |

The lowest score among your three exams (including 0's for non-submissions) will be dropped.

Course Policies

Attendance: Attendance is not mandatory, but it is strongly encouraged. Much of the material covered in this class is nuanced and complex, and thus student learning is improved immensely via in-class participation.

To encourage attendance without penalizing students with external commitments or constraints, attendance is an extra credit score (and the only opportunity in this class to earn extra credit). Attendance will be taken in-class in the form of daily questions that can be answered via a smart phone, tablet, or laptop. As such, students either need to bring their own technology to each classroom meeting or arrange for an alternative attendance recording process with the instructor. These questions may address lecture content from the current class or materials assigned for reading, but most can be answered easily as long as you have paid attention in-person for that day of class.

Extra credit will be granted via a proportional distribution (that is, your attendance compared to other students'), based on attendance points documented via the course survey tool. Points will be administered to the student's final course grade as follows:

| 0% to < 20% | 20% to < 40% | 40% to < 60% | 60 % to < 80% | Top 20% |
|-----------------------|------------------------|------------------------|-------------------------|----------------|
| 0 points | 1 point | 2 points | 3 points | 4 points |

Because attendance is not mandatory, you do not—and should not—contact the instructor or TAs regarding absences *except* in instances in which absences prevented the submission of a worksheet or the completion of an exam. Please see University Attendance Policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>) for more details on permissible or acceptable absences. Planned absences must be addressed with the instructor ahead of time; unplanned absences should be addressed as soon as possible.

Communication: You may contact me with questions about the course, the site, or assignments and assessments. 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 or sent from non-UFL email accounts 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 | B+ | B | B- | C+ | C | C- | D+ | D | F |
|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|
| 90% or higher | < 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% |

Please note the absence of an "A-" in this class. All scores of 90% or higher are marked as an "A." 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 beyond the attendance policy. As such, students should plan to perform well on the regular course assignments and assessments.

Late Assignments: Game play checks *cannot* be submitted late, but written assignments and homework worksheets may be submitted up to 3 days (72 hours) late. Late submissions can only receive a maximum score of 85% and will be graded last among submissions. For example, a paper that earned a 96% but was submitted late would yield a score of 85%. Conversely, a paper that earned a 78% and was submitted late would still result in a score of 78%.

Extensions or exceptions beyond this policy will only be provided in *extreme* extenuating circumstances, usually requiring documentation and/or discussion with the instructor in accordance with University Attendance Policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>). 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.

Artificial Intelligence (AI) Use Policy

As text-generative large-language models (LLMs), colloquially described as “AI” or “artificial intelligence,” become increasingly accessible and integrated into digital life, you may find use in such tools for your own learning. The general policy for this course is...

- Permitted, to improve learning and comprehension: AI may be used to assist in student comprehension, understanding, or clarification of course materials and content (as a study buddy or reference). Additionally, AI can be used to brainstorm, outline, or structure writing assignments and “jump start” the writing process, if applicable.
- Not Permitted, to minimize inaccurate representation of comprehension: AI-generated text should not be used for written assignments or worksheets; in these cases, the final explanation or communication must be from your own writing or the writing of other experts in the form of quotations and citations.

If you are uncertain if your use of an AI LLM constitutes a violation of the above policy, please speak with the instructor prior to submitting the relevant assignment. In cases where you lack time to do so, err on the side of caution and use your own words/writing.

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.

Unit 1 – [The Sociological Imagination]


Tuesday, January 15th

No Readings

Thursday, January 17th

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

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

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

Tuesday, January 23rd

SP Chapter 5.1: “What is Social Structure?”, 2.1: “What is Social Theory?”, and 2.3: “What Innovations in Social Theory Emerged...?”

Thursday, January 25th

Optional: SP Chapter 5.2: “How do Roles and Social Hierarchies...?”, 5.3: “How do Norms and Institutions...?”, and 5.4: “How do Social Structures Influence...?”

Tuesday, January 28th

[Due: Game Play Check #1]

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

Unit 2 – [Social Control, Socialization, and Deviance]

Thursday, January 30th

SP Chapter 4.1: “How do We Develop...?” and 4.2: “How do we Make Sense...?”

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

Tuesday, February 4th

[Due: Worksheet #1]


SP Chapter 7.3: “How is Moral Behavior Defined...?”

SP Chapter 19.4.3: “The Opioid Epidemic”

Thursday, February 6th

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...?”

 Christakis, Nicholas. 2010. “The Hidden Influence of Social Networks.” TED2010. [Access Online at TED.com](#).

DUE: Game Paper #1 – Friday, February 7th at 11:59pm

Tuesday, February 11th

[Due: Game Play Check #2]

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

Studios (2016).

Unit 3 – [Power, Inequality, and Stratification]

Thursday, February 13th

SP Chapter 8.1: “What are the Distinct Forms of Power?”

SP Chapter 8.2: “What is the State...?” and 21.3: “Who has Political Power in the United States Today?”

Tuesday, February 18th

SP Chapter 11 Introduction and 11.1: “What is Inequality?”

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

Thursday, February 20th

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

DUE: Game Paper #2 – Friday, February 21st at 11:59pm

Tuesday, February 25th

[Due: Worksheet #2]

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

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...?”

Thursday, February 27th: In-Person Exam #1

Tuesday, March 4th

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

Thursday, March 6th

SP Chapter 13.3: “What is Racism?” 13.4 (only 13.4.1 to 13.4.4): “Do Race and Ethnicity Matter...?”

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

Tuesday, March 11th

[Due: Worksheet #3]

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.

Thursday, March 13th

[Due: Game Play Check #3]

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

March 15th – 23rd: No Classes [Spring Break]

Tuesday, March 25th

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

Thursday, March 27th

Martin, Karin A. 1998. “Becoming a Gendered Body: Practices of Preschools.”
American Sociological Review 63(4): 494-511.
Additional Reading TBA

DUE: Game Paper #3 – Friday, March 28th at 11:59pm

Tuesday, April 1st

[Due: Worksheet #4]

SP Chapter 16.1 “What is a Family?” and 16.2 “Why are Families Changing?”

Thursday, April 3rd: In-Person Exam #2

Unit 4 – [Institutions and Processes of Social Change]


Tuesday, April 8th

[Due: Worksheet #5]

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

Thursday, April 10th

[Due: Game Play Check #4]

SP Chapter 24.3: “Why do People Move?” and 24.4: “How do Immigrants Fare...?”
 Play [Mission US: City of Immigrants](#) by Thirteen Productions (2015).

Tuesday, April 15th

SP Chapter 22 Introduction, 22.1: “What are Social Movements?,” and 22.2: “Why do Movements Emerge...?”

Thursday, April 17th

SP Chapter 22.3: “What Tactics do Movements Use...?”
SP Chapter 19 Introduction, 19.1: “How do Social Contexts Affect Health?” and 19.2: “Who Gets Sick, and Why?”
Additional Reading TBA

DUE: Game Paper #4 – Friday, April 18th at 11:59pm

Tuesday, April 22nd

[Due: Worksheet #6]

SP Chapter 19.3: “How do Physician/Patient Interactions...?” and 19.5: Why is Healthcare in America So Much More Expensive...?”

Friday, May 2nd (7:30am-9:30am): In-Person Exam #3