

# **PRINCIPLES OF SOCIOLOGY (Spring 2025)**

**(SYG 2000, #17346, Section CH35)**

**Class: Monday, Wednesday, and Friday Period 5 (11:45 AM - 12:35 PM)**

**Location: LIT 0125**

**Instructor: Chia-Hang Hsu**

**Department of Sociology and Criminology & Law**

**Office hours: Monday 10:00 – 11:00 AM on Zoom**

**Friday 12:50 – 1:50 PM in 3349 TUR**

**or by appointment on Zoom**

**E-mail: [hsuchiahang@ufl.edu](mailto:hsuchiahang@ufl.edu)**

**(E-mail is the preferred way to contact me. Please include your full name and SYG2000 in your subject line)**

## **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.

## **Course Objectives for SYG 2000 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 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. 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 Format**

This course is fully conducted in person and employs a variety of instructional methods. During class meetings, you can expect to experience PowerPoint lectures, engage in in-class activities, participate in discussions, and watch films. Active class participation is crucial for effective learning in this course. It is expected that students read all assigned materials before each class and come prepared to take part in discussions.

To excel in this course, it is essential to carefully read the assigned readings, take comprehensive notes during class, and regularly review the material. Additionally, we will utilize Canvas/e-learning as part of the course. Lecture presentations and other class materials will be available on Canvas. It is your responsibility to regularly check e-Learning for updates, participate in discussions, follow instructions, access posted lecture notes, and explore various resources.

For more information about Canvas and other technologies, you can visit UF's e-learning website. In case of any technical issues, the UF Computing Help Desk is available to assist you.

## **Required Readings**

Introduction to sociology 3E. (n.d.). [OpenStax](#). ISBN-13: 978-1-951693-36-7

\*Additional readings will be posted on Canvas

## Suggested Readings

1. Desmond, M. (2016). *Evicted: poverty and profit in the American city*. Crown Publishers.
2. Alexander, M., & West, C. (2020). *The new Jim Crow: mass incarceration in the age of colorblindness* (Tenth anniversary edition.). New Press.
3. Lareau, A. (2011). *Unequal childhoods: class, race, and family life*. (2nd ed.). University of California Press. <https://doi.org/10.1525/j.ctt1ppgj4>
4. Criado-Perez, C. (2019). *Invisible women: data bias in a world designed for men*. Abrams Press.
5. Kathryn J. Edin & H. Luke Shaefer, \$2.00 A Day: Living on Almost Nothing in America
6. Anna Lembke (2016). *Drug Dealer, MD: How Doctors Were Duped, Patients Got Hooked, and Why It's So Hard to Stop* 1st Edition
7. Rubin, S. G. (2016). *Brown v. Board of Education: a fight for simple justice*. Holiday House.
8. Vance, J. D. (2016). *Hillbilly elegy: a memoir of a family and culture in crisis* (First edition.). Harper, an imprint of Harper Collins Publishers.
9. Watters, Ethan. 2010. *Crazy Like Us: The Globalization of the American Psyche*. New York: Free Press.

## Course Policies

Class Protocol: Kindly keep the following guidelines in mind during our class

- Refrain from crosstalk during lectures, when someone is speaking or asking a question, or while we are watching a film or video.
- Please avoid arriving late or leaving early, as it can disrupt the flow of the class.
- Prior to entering the classroom, ensure that your cell phones and other electronic devices are turned off.
- The use of computers in class is not permitted, as it may lead to distractions and disengagement. If you need a laptop for note-taking purposes, please provide me with a letter from the Disability Resource Center.
- Be prepared to participate in in-class writing assignments during our sessions.

Classroom Environment—To optimize learning, our classroom environment at UF encourages open dialogue, where students feel empowered to ask questions and express diverse opinions on course content, spanning images, texts, data, and interdisciplinary theories. This is particularly relevant in courses that delve into provocative or contemporary subjects, such as race, color, sex, and national origin. By understanding these important issues, students can contribute meaningfully to today's complex world economically, culturally, and socially. As part of our commitment to intellectual exploration, we do not restrict access to or discussion of facts, ideas, and opinions, even if they challenge some individuals' perspectives. Instead, students and instructors are urged to engage thoughtfully and respectfully, avoiding hostility or disruptive behavior. Emphasizing the value of reasonable disagreement, we strive to fulfill UF's mission of pushing intellectual boundaries, fostering new knowledge, and pursuing innovative ideas.

The content covered in this course reflects a sociological perspective and not the personal views or opinions of the instructor. It is intended to challenge your common-sense understanding of

social inequalities and may prompt you to reflect on your own experiences within the stratification system, as well as those of your family. This exploration might be the first time some students recognize the depth of their disadvantages or the extent of their privileges, which can lead to feelings of discomfort. It is important to note that your personal experiences may not always align with the sociological insights presented in class or the readings. While this provides an opportunity for learning and exploration, some students may find it personally challenging and even threatening.

Throughout this course, we will occasionally delve into frank discussions that touch on controversial and sensitive topics, such as race, sexuality, politics, and religious views. Given the diverse backgrounds and experiences of our class, it is possible that conflicting viewpoints will arise. However, it is essential that we approach these discussions with respect and reason, even when we disagree.

Therefore, to ensure that we have an effective classroom that is conducive to learning, we need to establish specific ground rules:

- We will create a safe atmosphere in the classroom that is conducive to learning.
- We will respect others and their ideas even when we disagree with someone during class or online discussions. We will respond to ideas rather than personally attacking or labeling the person expressing them.
- Our questions should show some consideration for your audience, and our answers should show some knowledge and context for the topic being discussed.
- We will not dominate class discussions.
- We will not discriminate, harass, or intimidate another student(s).
- We will respect the instructor's role as the class moderator and facilitator.
- We will observe other common-sense courteous behavior in class and during online discussions. According to legal and university guidelines, I reserve the right to act against consistently disruptive students.

Office Hours—During my office hours, I am here to provide clarification or address any concerns you may have about the class material. Whether in-person or via Zoom by appointment, I am more than willing to explain any topics that you find challenging or do not fully grasp. Please come prepared with specific questions, and I'll be glad to assist you.

E-mail Policy—You are welcome to reach out to me using your university account or through Canvas. However, I prefer that you use my e-mail (hsuchiahang@ufl.edu) for communication. To ensure quick identification, please include your full name and the course title in the subject line of every email. I'll make every effort to respond promptly. The only exception is emails sent in the afternoon on a Friday or any non-business day, which will be attended to on the following business day.

Class participation and Excused Absences—Class participation is an essential component of the learning process for this course. Students must complete the assigned readings prior to class. Keeping up with the readings and attending classes regularly is critical in performing well on assignments and achieving a good grade in the course.

Students who miss classes for excused absences must email the instructor to arrange any make-up work as soon as their condition permits. To be excused, medical situations must be documented (such as a signed physician’s form). Consistent with university policies, make-up work will be allowed for excused absences, as defined by UF policy, which includes illness, religious holidays, university activities, and military obligations.

### **Policies for written work**

All written papers must be typed, single-spaced, using 12-point Times New Roman font, with one-inch margins, and must include page numbers and proper use of citations and references. Please remove the “extra space” between paragraphs. Make sure you proofread your paper multiple times. Don’t forget to number your pages (except the cover page).

**A note on plagiarism:** Violation(s) of the Student Honor and Conduct Code concerning plagiarism will be subject to sanctions appropriate for the violation(s) outlined in the Student Honor and Student Conduct Code. If you have any questions or concerns about what constitutes plagiarism, please talk to me immediately or read the details on what constitutes Plagiarism in the Student Honor and Student Conduct Code, especially pages 13-14. Also, read the academic integrity statement in the syllabus.

### **Late Submissions, Excused Assignments & Make-Up Exams**

There will be a 10% reduction in grade per day for late submission of assignments. If you are absent from class due to a **UNIVERSITY AUTHORIZED** (legitimate reasons include illness, family emergencies, or university-sponsored activities) and miss an in-class assignment or an exam on that day, you must provide written documentation explaining your legitimate absence. The easiest way for you to do this is to reach out to the university Care Team (umatter@ufl.edu or by phone at 352-294-2273) and explain your situation. They will gather appropriate documentation and let me know which, if any, days you need to be excused.

In certain situations, students with legitimate excuses (university-sponsored activities, religious holidays, etc.) may be allowed to take an exam early at my discretion. Students who will miss an exam for these reasons must notify me at least one week in advance, and appropriate documentation must be provided. Outside of the scenarios listed above, no early exams will be administered.

### **Grading Scale**

A	94.00-100	C	73.00-76.99
A-	90.00-93.99	C-	70.00-72.99
B+	87.00-89.99	D+	67.00-69.99
B	83.00-86.99	D	63.00-66.99
B-	80.00-82.99	D-	60.00-62.99
C+	77.00-79.99	E	≤ 59.99

Throughout the semester, it's important to monitor your grade progress. If you have any concerns about your grade at any time, don't hesitate to discuss it with me during office hours as soon as

possible. Please note that **final grades will not be rounded up**. While Canvas displays your assignment and exam scores, it's crucial to remember that it's only a platform for that purpose. Always take the time to calculate your overall grade independently to ensure its accuracy. Note: A minimum grade of C is required for general education credit.

## UF Policies

### Academic Misconduct

- 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. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

**Artificial intelligence (AI)** tools can be utilized as a valuable resource; however, it is imperative to exercise prudence in their application. These tools can be used to assist in information gathering and idea brainstorming, but students must refrain from directly copying and pasting information from AI sources into their essays, discussion board questions, or answers. Students are expected to demonstrate their ability to distinguish between accurate and false information or content provided by AI. The utilization of AI software should complement and enhance your essay writing endeavors, but it is essential to ensure that AI serves as an aid in your creative process rather than a substitute for your own thoughtful composition. In addition, If you choose to employ AI tools, it is mandatory to include a disclosure statement at the end of your assignment, describing which AI tool you used and how you utilized it. For instance, "ChatGPT was used to draft approximately 30 percent of this paper and provide revision assistance. AI-produced content was edited for accuracy and style." Proper documentation and citation of the use of AI tools are essential to maintain academic integrity.

### 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 guest 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

### **Online Evaluation Policy**

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 on the [GatorEvals](#) page. Students will be notified when the evaluation period opens. They can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students on the [GatorEvals Public Results page](#).

### **Classroom Accommodations for Students with Disabilities**

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](#). You must share your accommodation letter with me and discuss your access needs as early as possible in the semester.

### **Campus Resources: Health and Wellness**

U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto: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.

## Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto: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.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

## Course Requirements, Mastery of SLOs, and Grading

Assessment	Description	Percentage of Final Grade
Attendance & In-Class Assignments	In-class assignments will require students to answer a question to demonstrate their competence in Content, Communication, and Critical Thinking. I will also take attendance.	15
Quizzes	There will be quizzes every week.	15
Book Analysis	There are two parts of this assignment. First, students need to present the selected book as groups. Each group will choose a book from the suggested books to discuss and analyze the book and present it in front of the class. Second, each student needs to write an	30

	analysis of the selected book. For more details, please refer to the instructions.	
<b>Exams</b>	There will be 3 exams, each worth ~13.3% of students' final grade.	40
<b>Total Grade</b>		100

### **Important Dates**

Exam 1 – 2/17

Exam 2 – 3/14

Exam 3 – 4/23

Book Analysis Submission – 4/27

### **Attendance and In-class Assignments (15%)**

During this semester, attendance will be taken in every class which collectively contribute to 15% of the overall semester grade. If you are absent from class due to a UNIVERSITY AUTHORIZED (legitimate reasons include illness, family emergencies, or university-sponsored activities) and miss a class on that day, you need to provide written documentation explaining your legitimate absence. The easiest way for you to do this is to reach out to the university Care Team (umatter@ufl.edu or by phone at 352-294-2273) and explain your situation. They will gather appropriate documentation and let me know which, if any, days you need to be excused.

### **Quizzes (15%)**

Starting from the second week, quizzes will be posted on Canvas every Friday. Students must finish the non-cumulative quiz by 11:59 PM on Sunday. The quizzes will cover the content of each week and will serve as practice for students to prepare for the exams. Students will have one attempt and 10 minutes (~5 to 10 T/F, multiple choice, and short answer questions) to complete the quiz. Quizzes must be taken before the due dates. NO make-up quiz is accepted, and you will NOT receive credit for missed quizzes.

### **Book Analysis (15% individual report & 15% group presentation)**

This assignment provides a unique avenue for students to delve into and present a book from the list of suggested books. The task involves selecting a book from the list and collaboratively analyzing it within a group setting. Each group, comprising 5 to 6 students, will be responsible for delving into their chosen book. Each student is expected to read the whole book and participate in the presentation to enhance their exploration.

This assignment encompasses an individual written report (1000 to 1500 words) and a group oral discussion-style presentation (50 minutes for each group). For more details, please refer to the instructions.

## **Exams** (40%)

This course entails three obligatory examinations designed to assess your grasp of the content covered in the textbook and lectures. These online assessments will focus on material from specific chapters, without cumulative content. The tests will encompass multiple-choice, true/false, short-answer, and essay questions. Students will have 30 minutes on exam day to complete each test. Each examination carries a weight of approximately 13.3% toward the final grade. It is important to emphasize that collaborative efforts during tests are considered a breach of academic integrity. Instances of such behavior will be subject to investigation as per the university's policy on honesty, encompassing matters of cheating and plagiarism, as outlined in the University's Conduct Code.

## **Course Calendar**

I plan to follow the course syllabus presented in this document will be followed as closely as possible. However, it is subject to change at the discretion of the instructor in the event of extenuating circumstances. This includes the tentative calendar presented below.

<b>Week</b>	<b>Date</b>	<b>Topic &amp; Readings</b>	<b>Note &amp; Assignment</b>
<b>Module 1 - What is sociology and why is it useful?</b>			
<b>1</b>	M 1/13	Course Introduction – No Readings	
	W 1/15	Chapter 1.1 - Sociology	
	F 1/17	Chapter 1.2 & 1.4 - Sociology	
<b>Module 2 – Foundational Concepts</b>			
<b>2</b>	M 1/20	<b>No Class</b>	
	W 1/22	Chapter 3 - Culture	
	F 1/24		
<b>3</b>	M 1/27	Chapter 5 - Socialization	
	W 1/29		
	F 1/31	Chapter 6.1 – Group	
<b>Module 3 - How do we explain the social world and create sociological knowledge?</b>			
<b>4</b>	M 2/3	Chapter 1.3 - Theory	
	W 2/5	Chapter 4 - Society & Social Interaction	
	F 2/7		
<b>5</b>	M 2/10	Chapter 2 - Sociological Research	
	W 2/12		
	F 2/14		
<b>6</b>	M 2/17	<b>Exam 1 – No Class</b>	
<b>Module 4 - How are social groups classified?</b>			
<b>6</b>	W 2/19	Chapter 9 - Social Stratification in the US	
	F 2/21		
<b>7</b>	M 2/24	Chapter 11 - Race and Ethnicity	
	W 2/26		
	F 2/28		
<b>8</b>	M 3/3	<b>Presentation 1</b>	
	W 3/5	Chapter 12 - Gender	

	F 3/7		
9	M 3/10		
	W 3/12	<b>Presentation 2</b>	
	F 3/14	<b>Exam 2 – No Class</b>	
10	M 3/11		
	W 3/13	<b>No Class (Spring Break)</b>	
	F 3/15		
<b>Module 5 – Deviance, Crime, and Social Control</b>			
11	M 3/18		
	W 3/20	Chapter 7 - Deviance, Crime, and Social Control	
	F 3/22		
<b>Module 6 – Global Inequality, Economy, and Health and Medicine</b>			
12	M 3/25	<b>Presentation 3</b>	
	W 3/27		
	F 3/29	Chapter 18 - Work and the Economy	
13	M 4/1		
	W 4/3	<b>Presentation 4</b>	
	F 4/5		
14	M 4/8	Chapter 10 - Global Inequality	
	W 4/10		
	F 4/12	<b>Presentation 5</b>	
15	M 4/15		
	W 4/17	Chapter 19 - Health and Medicine	
	F 4/19		
16	M 4/21	<b>Presentation 6</b>	
	W 4/23	<b>Exam 3 – No Class</b>	
	F 4/25	<b>Reading Day - No Class</b>	<b>Submit Book Analysis on Canvas by 4/27</b>