

# SYG 2000: Principles of Sociology

Fall 2022

Section 6330

Tuesday 1:55 PM – 2:45 PM

Thursday 1:55 PM – 3:50 PM

[Mechanical and Aerospace Engineering B](#) | Room 0229

**Instructor:** Luis González-Díaz (they/them or Luis)

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**Office:** [TUR](#) 3349

**Office Hours:** Wednesday 8:00 AM – 10:00 AM or by appointment

**Preferred Communication Method:** Canvas Message or Email

Hello! I welcome you to SYG 2000, Principles of Sociology. I am excited to embark in this semester long journey with all of you. I look forward to sharing sociological tools that will allow us to reflect about societies now and throughout history. I look forward to knowing you and your thoughts throughout this course.

In this document, you will find all the information you need to know about our class. I would like to highlight that although the deadlines are set on your Canvas course, I am more than willing to review them based on the class' recommendations. This is also a "living document", which may be edited and updated at my discretion. With this, let us start. You've got this!

## 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 scientists use varied methods to collect information about specific social issues. Moreover, students will critically assess how that information can be used to frame an 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 into 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.

### Required Text:

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

Book: OpenStax, [\*Introduction to Sociology\*](#) 3e. OpenStax CNX, 2021.

A physical copy may be purchased at the discretion of the student through the [Amazon marketplace](#). Any additional readings will be posted on Canvas.

### Land Acknowledgement:

I acknowledge that for thousands of years the area now comprising the state of Florida has been and continues to be home to many Native Nations. I further recognize that the main campus of the University of Florida is in the heartland territory of two historically-known Native societies –those of the Potano and of the Alachua Seminole. As a part of

our current stewardship, I acknowledge my obligation to honor the ancestral, present, and future Native residents of Florida (originally crafted by UF Libraries).

## Course Components:

Your grade will be based on five assessment groups:

**Exams** will evaluate student competence in applying concepts, methodologies and theories used in sociology (Content).

**Quizzes** will evaluate students' competence in terminology and reading comprehension. (Content)

**Discussions** will evaluate student competence in effectively communicating sociological knowledge, ideas, and reasoning with their peers (Communication).

**Canvas Reflections** will evaluate students' ability to develop connections between topics from lectures and readings regarding current events (Critical Thinking).

**Group Project** will evaluate students' capacity to apply sociological concepts to real-life issues, as well as to work with others. (Critical Thinking and Communication).

<b>Attendance and in-class assignments</b>	<b>10 %</b>	For in-class assignments, I will give you a prompt to discuss or a conceptual question to answer as a group or individually. Additionally, I may choose to take attendance at least 5 - 6 times during the semester.
<b>Quizzes</b>	<b>15 %</b>	We will use the quiz bank to choose which questions will be asked, based on what we have discussed in the lecture and/or required the class to read. Quiz questions will be randomized so each student will probably receive a different set of questions. Each question is automatically set to be worth one point; all questions from the same quiz bank must have the same point value.
<b>Group Project</b>	<b>20 %</b>	There will be a group project in this course. The projects must be turned in before 11:59 PM on the due date. The project details along with the names of the group members will be posted in Canvas. The project will provide opportunities for student-student interaction and constructive collaboration.
<b>Reflections</b>	<b>15%</b>	The goal of a reflective essay is to make the student connect some sociological concept to a world event, their personal experiences, or something else taking place outside of the classroom. The reflection essays are to be submitted via Canvas.
<b>3 Exams</b>	<b>40%</b>	I provide a tentative schedule below for what chapters will be covered for each of the exams. The schedule may undergo some change depending on the pace of the class and therefore, the material to be covered for each of the exams may be modified. I will give exams online and the students take them during the class, or I will give them a window when the exam is open, maybe a few hours, and students must complete the exam within that period.

<b>Exam 1</b>	<b>13.3 %</b>	25 combination of T/F, multiple-choice, and short answer will cover Modules 1-3
<b>Exam 2</b>	<b>13.3 %</b>	25 combination of T/F, multiple-choice, and short answer will cover Module 4
<b>Exam 3</b>	<b>13.3 %</b>	25 combination of T/F, multiple-choice, and short answer will cover Module 5-6

## Grading Scale

The University of Florida's grading scale includes minus grades. The distribution indicated below shows the range of 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 70% in this class to count toward your Gen Ed or Sociology major requirements.

A	92.50 – 100%
A-	89.50 – 92.49%
B+	86.50 – 89.49%
B	82.50 – 86.49%
B-	79.50 – 82.49%
C+	76.50 – 79.49%
C	72.50 – 76.49%
C-	70 – 72.49%
	Minimum passing grade = 70%
D+	67 – 69%
D	63 – 66%
F	Below 60%

## Attendance, Missed Assignments, and Make-Up Assignments:

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 24 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:

There are a number of circumstances - physical or mental, temporary or long-term - that can make completing the course requirements unduly difficult for some students. The University has a process for identifying students in need of accommodations, and there are a wide variety of accommodations available (<https://disability.ufl.edu/students/accommodations/>). If you need accommodations for successfully completing this course, you must first register with the Disability Resource Center (DRC). Any students who are registered with the DRC and wish to use their accommodations in this class must use the DRC portal to send a current accommodation letter to the Professor in a timely manner. Then, the student and the Professor will discuss how the accommodations will be applied to the coursework and the conditions that must be met in order to access the accommodations. Students cannot utilize their DRC accommodations in this class until they have discussed, agreed to, and signed an Accommodation Plan with the instructor.

### Gator Evals:

The University expects students to provide feedback on the quality of instruction in this course based on a variety of criteria. These evaluations, called GatorEvals, are typically open during the last week of the semester, and students will be notified via email and Canvas notifications when they are open. GatorEvals can also be accessed directly at <https://ufl.bluera.com/ufl/>. Summary results of these evaluations are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

GatorEvals are primarily used in three ways: the instructor's annual performance review, the instructor's Tenure and Promotion materials, and/or for teaching and mentoring awards. In other words, the audience for these evaluations are professors and administrators. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>.

The instructor may also request anonymous feedback from students during the semester. These evaluations give current students an opportunity to provide feedback that might improve their course experience before the semester ends. The instructor will review these evaluations, and may make changes to the course based on the feedback provided.

## Academic Honesty and Integrity:

All 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.’”

Some work in this class is required to be completed individually (e.g., IQs, midterm, final exam) and other assignments may be completed in collaboration with others (e.g., TQs and Team Research Assignments). If you are ever unsure whether you are allowed to work with others on an assignment, please reach out to the Professor immediately for clarification. Similarly, there will be times at which using the textbook during class is permissible and other times when it would be a violation of the Honor Code; students should consult with the Professor before using their textbook during class.

The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. For example, "unauthorized assistance" is a violation of the Honor Code, and students who are aware of others engaging in unauthorized assistance are obligated to report it - failure to report unauthorized assistance is considered "complicity in violating the Student Honor Code." Reports can be made to the Professor, the teaching assistant, or the Dean of Students Office. If you have any questions or concerns about permissible or prohibited behaviors, please consult with the instructor.

## HB 7 Law:

Official Guidance from the University can be found at: <https://cdo.ufl.edu/hb-7/>

### Behavior:

People learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today’s complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another’s ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation’s sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge, and the pursuit of new ideas.

## Class Cancellation:

If I need to cancel the class for any reason, I will notify the class via Canvas as soon as possible.

## Food Insecurity at UF:

A person experiences food insecurity when they are unable to access healthy, nutritious food. Food insecurity encompasses both the quantity and nutritional quality of food. Food insecurity can be experienced for short periods of time but can also be experienced over an extended period. College students experience food insecurity in many ways - some examples include hunger causing distraction while studying or in class, choosing to avoid exercise due to an inadequate diet, choosing between buying textbooks and groceries while waiting on financial aid, or only being able to afford ramen.

The Alan and Cathy Hitchcock Field & Fork Food Pantry serves members of the UF community experiencing food insecurity. They are open to everyone in the UF community, regardless of income, class, race, gender, housing status, or ability. They do not ask for verification of need - we only ask that you bring your Gator 1 card.

Guests may shop up to two times per week either by placing an online order or by taking a pre-made to-go bag. They are currently limited to their COVID-19 operations due to staff shortages but they are working to achieve enough staff so that they may return to their normal operations.

Visit this website for more information: <https://pantry.fieldandfork.ufl.edu/about/>

## Title IX and Gender Equity:

Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality. The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that your instructor in this course is considered an Official with Authority who is required to report violations of the gender equity policy.

You can also find details of specialist support services at the end of the syllabus. You might not need them, but you might know someone who does.

## Health and Wellness Resources:

### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 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, <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450

**Alachua County Victim Services & Rape Crisis Center** 352-264-6760 Monday-Friday, 8:30AM-5PM, some services available 24/7

**Peaceful Paths Domestic Abuse Network** 352-377-8255 (24-hour helpline)

### 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. <https://career.ufl.edu/>

**Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. <https://cms.uflib.ufl.edu/ask>

**Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.

**General study skills and tutoring:** <https://teachingcenter.ufl.edu/>

### Tentative Class Schedule:

Day	Date	Topic	Notes
1	<b>Thursday, August 25</b>	Module 1	<ul style="list-style-type: none"><li>• Sociology</li><li>• Micro/Macro-Level</li><li>• Sociological Imagination</li></ul>
2	Tuesday, August 30		
3	<b>Thursday, September 1</b>	Module 2	<ul style="list-style-type: none"><li>• Chapter 3<ul style="list-style-type: none"><li>○ Culture</li><li>○ Norms</li><li>○ Society</li><li>○ Values</li></ul></li><li>• Chapter 5<ul style="list-style-type: none"><li>○ Peer group</li><li>○ Socialization</li></ul></li></ul>
4	Tuesday, September 6		
5	<b>Thursday, September 8</b>		
6	Tuesday, September 13		



			<ul style="list-style-type: none"> <li>• Chapter 6.1 <ul style="list-style-type: none"> <li>○ Group</li> <li>○ In-group</li> <li>○ Out-group</li> <li>○ Primary group</li> <li>○ Secondary group</li> </ul> </li> <li>• Chapter 7.1 <ul style="list-style-type: none"> <li>○ Deviance</li> <li>○ Sanctions</li> <li>○ Social control</li> </ul> </li> </ul>
7	<b>Thursday, September 15</b>	Module 3	<ul style="list-style-type: none"> <li>• Chapter 1.3 <ul style="list-style-type: none"> <li>○ Functionalism</li> <li>○ Conflict theory</li> <li>○ Symbolic interactionism</li> </ul> </li> <li>• Chapter 4 <ul style="list-style-type: none"> <li>○ Role</li> <li>○ Status</li> </ul> </li> <li>• Chapter 2 <ul style="list-style-type: none"> <li>○ Empirical evidence</li> <li>○ Survey</li> <li>○ Field research</li> <li>○ Experiment</li> <li>○ Secondary data analysis</li> </ul> </li> </ul>
8	Tuesday, September 20		
9	<b>Thursday, September 22</b>		
10	Tuesday, September 27		
11	<b>Thursday, September 29</b>		
---	Friday-Sunday, Sept 30th to Oct 2nd	Online Exam 1 window	Modules 1-3
12	Tuesday, October 4	Module 4	<ul style="list-style-type: none"> <li>• Chapter 9 <ul style="list-style-type: none"> <li>○ Class</li> <li>○ Social mobility</li> <li>○ Social stratification</li> <li>○ Structural mobility</li> </ul> </li> <li>• Chapter 11 <ul style="list-style-type: none"> <li>○ Assimilation</li> <li>○ Discrimination</li> <li>○ Dominant group</li> <li>○ Ethnicity</li> <li>○ Institutional racism</li> <li>○ Minority group</li> <li>○ Racism</li> </ul> </li> <li>• Chapter 12 <ul style="list-style-type: none"> <li>○ Gender</li> <li>○ Sex</li> <li>○ Sexual orientation</li> <li>○ Sexuality</li> <li>○ Transgender</li> </ul> </li> </ul>
13	<b>Thursday, October 6</b>		
14	Tuesday, October 11		
15	<b>Thursday, October 13</b>		
16	Tuesday, October 18		
17	<b>Thursday, October 20</b>		
18	Tuesday, October 25		

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<b>19</b>	<b>Thursday, October 27</b>	Module 5	<ul style="list-style-type: none"> <li>• Chapter 10 <ul style="list-style-type: none"> <li>○ Deindustrialization</li> <li>○ Dependency theory</li> <li>○ Global inequality</li> <li>○ Global stratification</li> <li>○ Modernization theory</li> <li>○ Relative poverty</li> </ul> </li> </ul>
20	Tuesday, November 1		
<b>21</b>	<b>Thursday, November 3</b>	Module 6	<ul style="list-style-type: none"> <li>• Chapter 16 <ul style="list-style-type: none"> <li>○ Cultural Capital</li> <li>○ Education</li> <li>○ Hidden Curriculum</li> <li>○ Informal Education</li> <li>○ Sorting</li> <li>○ Tracking</li> </ul> </li> <li>• Chapter 19 <ul style="list-style-type: none"> <li>○ Disability</li> <li>○ Morbidity</li> <li>○ Mortality</li> </ul> </li> </ul>
22	Tuesday, November 8		
<b>23</b>	<b>Thursday, November 10</b>		
24	Tuesday, November 15		
<b>25</b>	<b>Thursday, November 17</b>		
26	Tuesday, November 22		
---	<b>Thursday, November 24</b>	Holiday	Thanksgiving Break
27	Tuesday, November 29	Module 6 (continued)	<ul style="list-style-type: none"> <li>• Chapter 21 <ul style="list-style-type: none"> <li>○ Collective behavior</li> <li>○ Social Change</li> <li>○ Social Movement</li> </ul> </li> </ul>
<b>28</b>	<b>Thursday, December 1</b>		
29	Tuesday, December 6		
---	Exam Period TBD	Online Exam 3	Modules 5 & 6

Note: Bolded dates are double periods.