

PRINCIPLES OF SOCIOLOGY (Fall, 2022)
(SYG 2000, #24863, Section 884A)
Category of Gen Ed: Social Science
General Education Satisfies: S, D

When: T (5th-6th: 11:45 a.m. - 1:40 p.m.), TH (6th: 12:50 p.m. - 1:40 p.m.)
Where: Little Hall 109

Dr. William Marsiglio

Office: Turlington 3108-A

Office Phone: 352-294-7182

E-mail: marsig@ufl.edu

Home Page: <http://web.clas.ufl.edu/users/marsig/>

Office Hours:

Tuesday: 10:30 a.m. – 11:30 a.m.

Thursday: 10:30 a.m. – 12:30 p.m.

And by appointment

Note: to contact me, do so directly at marsig@ufl.edu rather than using the Canvas system.

T.A. TBA

Email: TBA

Office: TBA

Office Hours: TBA

And by appointment

COURSE DESCRIPTION

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.

Initially, we will describe and assess the objectives of sociological inquiry and the role of sociology as a discipline within the larger cultural and socio-political context. In this respect, we will compare three frameworks for social research: normal science, interpretive sociology, and critical sociology. We will then examine social structures and processes related to culture and society, groups and organizations, socialization, deviance and crime, stratification and social class, race/ethnicities, sex and gender, age/health/sexuality, families and primary relationships, economy and work, politics and media, education/religion/science, and environments. The text and lectures will to varying degree emphasize identity issues, globalism, multiculturalism, and social change.

COURSE READINGS

There are 3 required books. I've used these books in the past. There should be plenty of used copies on Amazon should you want to go that route. This syllabus also lists selective short essays that are published in the journal, *Contexts* (these are available on CANVAS as pdfs). I strongly encourage you to print these so that you can highlight and take notes on them. In addition, you will find two online links in the syllabus that direct you to required readings.

1. Albom, Mitch, *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson* (New York: DoubleDay, 1997/2007).

Note: either edition should be fine, but the latter edition has a new afterward by Mitch Albom.

2. Turkle, Sherry, *Reclaiming Conversation: The Power of Talk in a Digital Age* (New York: N.Y.: Penguin, 2015).
3. Wilkerson, Isabel, *Caste: The Origins of Our Discontents* (New York, N.Y.: Random House, 2020).

CANVAS

Much of this course will be based in Canvas: <https://lss.at.ufl.edu/>

Instructions for using Canvas and the programs that will be accessed for this course are available upon logging into the course Canvas site. Students may log in to Canvas using their gatorlink username and password.

FOUR STEPS FOR QUESTIONS ABOUT THE COURSE

STEP 1: Check the course syllabus and online materials. When you have a question about the course, your first step should always be to check the course syllabus and online materials for the answer to your question. The answers to most questions are in these materials.

STEP 2: Review answers to Frequently Asked Questions below:

- I can't find course content! HELP!
 - Be sure to carefully review the content of all of the tabs on the course page.
- **Internet connection cut out, what do I do?**
 - Contact your internet provider or the UF Help Desk: 352-392-HELP (4357).
- **Video not playing, what do I do?**
 - Try shutting down your browser and then re-starting. If that doesn't work, try shutting down and restarting your computer.
- **Why are there parentheses around some of my grades?**
 - This is a feature of E-Learning – please ignore it. As long as you have points listed inside the parenthesis, you are fine.
- **What does “N/A” mean on our grades page?**
 - It means “not applicable.” This means that either a grade hasn't been entered yet OR there is no grade for you.
- **I am missing a grade, what do I do?**
 - Please give me plenty of time to complete grading. If you know grading has been completed and your assignment was skipped for some reason, please e-mail me privately about your missing grade.

- **I haven't heard back from an email I sent, what do I do?**
 - Please allow 48 hours (not including weekends or holidays) for responses to your emails. If you do not receive a response during this time frame, please send another e-mail. Be sure to use my email: marsig@ufl.edu.

STEP 3: If your question is of a technical nature, including difficulties with e-Learning, please contact the UF helpdesk at learning-support@ufl.edu, or (352) 392-4357; they are located in the ground floor of the Hub.

- **Examples of questions that should be directed to the Help Desk:**
 - I can't log into E-Learning.
 - I have clicked the "submit" button for my quiz and nothing is happening.
 - I can't upload an assignment (be sure to have reviewed the tutorial on how to do this BEFORE you contact the Help Desk).
 - E-Learning has given me an error message and I can't submit my assignment.

Please remember that all students are required to maintain computer and high-speed Internet access, and access to E-Learning for this course. No extensions will be given for technical difficulties. To prevent technical issues from interfering with your course performance, complete assignments in advance of their due dates. Waiting until the last minute to complete assignments increases the possibility that unforeseen circumstances, including technical difficulties, can result in missed assignments and grades of 0.

If UF E-Learning experiences system-wide technical difficulties that are verified by E-Learning staff, deadlines will be adjusted to allow for completion of quizzes. In such cases, you must report the problem to E-Learning and obtain a ticket number from them; email this ticket number along with any correspondence with E-learning staff to me at marsig@ufl.edu.

STEP 4: If you do not find the answer to your question in the previous steps OR if your question is of a private nature, please contact the TA Ms. Brooke Holmes (BrookeHolmes@ufl.edu) and allow 24 hours (not including weekends or holidays) for a response to your questions.

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.

MAJOR COURSE OBJECTIVES

1) Introduce students to the basic concepts, theories, and methods that sociologists use. Reading assignments and lectures 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. In-class exercises will provide students with opportunities to work in small teams and apply critical thinking skills to accomplish various tasks (e.g., speculate on the probable social consequences for legislative and technological innovations).
- 3) Help students to develop the ability to understand how various social processes and structures affect one another. This will be accomplished by showing how various social changes related to family, work, education, health, and other matters involve shifts in public perceptions and social initiatives.
- 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 their family members and friends 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*:

- 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.

PERFORMANCE INDICATORS OF MASTERY OF SLOs & COURSE REQUIREMENTS AND GRADING

I will calculate your grade using a 1,000 point scale. **Students cannot pass this course without taking the exams and completing both paper assignments (essay and field research project).**

Attendance/In-class Projects (100 pts, 10%)	See description below. In-class projects will require students to demonstrate competence in content, communication, and critical thinking.

<p>Essay (choose between two options):</p> <p style="text-align: center;"><i>Tuesdays with Morrie</i> or Cell Phone Use</p> <p>(100 pts., 10%)</p>	<p>See descriptions below for each option. Students will submit only 1 essay and have only 1 essay graded. Students must complete one of these essay options to pass the course. The essay will require students to demonstrate competence in communication.</p>
<p>Field Research Project (250 pts., 25%)</p>	<p>See description below. Students must complete this project to pass the course. It will require students to demonstrate competence in communication and critical thinking.</p>
<p>3 Exams</p>	<p>I provide a tentative schedule below for what material will be covered on each of the three exams in this course. I may need to modify this slightly depending on how quickly or slowly we move through the material. Note that the first exam is worth 150 points (15%) and the second and third exams are worth 200 points (20%), respectively.</p>
<p>Exam 1 (150 pts, 15%)</p>	<p>The exam will be 50 multiple choice questions and cover Weeks 1-5 lectures, Albom's <i>Tuesdays with Morrie</i>, and Turkel's <i>Reclaiming Conversation</i>, and other assigned readings. It will require students to have a working knowledge of the theories, concepts, and major findings discussed in the lectures and readings. Thus they will require students to demonstrate competence in critical thinking.</p>
<p>Exam 2 (200 pts, 20%)</p>	<p>The exam will be 50 multiple choice questions and cover Weeks 6-10 lectures, Wilkerson's <i>Caste: The Origins of Our Discontents</i>, and other assigned readings). It will require students to have a working knowledge of the theories, concepts, and major findings discussed in the lectures and readings. Thus they will require students to demonstrate competence in critical thinking.</p>
<p>Exam 3 (200 pts, 20%)</p>	<p>The exam will be 50 multiple choice questions and cover Weeks 11-16 lectures and assigned readings. It will require students to have a working knowledge of the theories, concepts, and major findings discussed in the lectures and readings. Thus they will require students to demonstrate competence in critical thinking.</p>

IMPORTANT DATES

Exam 1	Sept 27 (Tuesday), class period
Essay	Oct 27 (Thursday), hard copy during class period, otherwise it is late
Exam 2	Nov 8 (Tuesday), class period
Field Research Project	Nov 22 (Tuesday), hard copy during class period, otherwise it is late
Exam 3	Dec 15 (Thursday), 5:30-7:30 p.m. (classroom)

ONLINE 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/>.

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 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 Policy on Course Syllabi 3 UF, Academic Affairs, July 28th, 2021 Honor Code and Student Conduct Code.

SPECIAL CONSIDERATIONS

Students are not permitted to sell class notes or tapes of lectures, presentations, or discussions.

I encourage students who have arranged a special needs accommodation letter through the Office of Student Disability Services (SDS) to see me immediately to present their paper work and to figure out a plan of action. The SDS office is located in 001 Reid Hall, phone: 392-8565.

Students interested in seeking writing assistance should consider visiting the UF Reading & Writing Center (RWC). It provides 30-minute consultations. The RWC is located in SW Broward Hall, phone: 392-6420 <http://www.at.ufl.edu/rwcenter>

FINAL GRADE DISTRIBUTION

The University of Florida's grading scale includes minus grades. The distribution I've listed below shows the range of grades, the grade point value in terms of how a student's grade will be calculated into his or her GPA, the percentage range I will be using to assign final grades, and the point value range that I'll use to determine final 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 730 total points in this class in order for it to count toward your Gen Ed or sociology major requirements.

Grade	Grade Points	Percent	Points
A	4.0	93-1000	930-1000
A-	3.67	90-92	900-929
B+	3.33	87-89	870-899
B	3.0	83-86	830-869
B-	2.67	80-82	800-829
C+	2.33	77-79	770-799
C	2.0	73-76	730-769
C-	1.67	70-72	700-729
D+	1.33	67-69	670-699
D	1.0	63-66	630-669
D-	.67	60-62	600-629
E	0	Below 60	599 and below

INCOMPLETE GRADES

The College of Liberal Arts and Sciences has a specific policy and proceed regarding incomplete grades. Please see the following documents:

<http://www.clas.ufl.edu/forms/incomplete-grade-policy-clas.pdf>

<http://www.clas.ufl.edu/forms/incomplete-grade-contract.pdf>

UNIVERSITY OF FLORIDA HONOR CODE

Found at <https://sccr.dso.ufl.edu/honor-code-prior-to-june-7-2018/>

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University Community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: We, the members of the University of Florida, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

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."

(1) All students are required to abide by the Student Honor Code.

(2) The conduct set forth hereinafter constitutes a violation of the Student Honor Code. Those adjudged to have committed such conduct shall be subject to sanctions provided in Rule 6C1-4.016, F.A.C.

Any form of "paper sharing," electronic paper purchasing, or plagiarism will not be tolerated. I will fail students for the entire COURSE for any form of academic misconduct regarding the preparation of their paper. Please do your own work.

EXAM, PAPER, AND GRADING POLICIES

Each of the exams will consist of 50 multiple choice questions. The final is NOT cumulative. It will only cover material after Exam 2. However, there may be a few general questions on the final that address basic ideas that I will emphasize throughout the entire semester.

All exams are the property of this course. Students are not permitted to take an exam out of the classroom or office nor may they write down exam questions--failure to comply will result in an "E" since non-compliance is, in effect, cheating. Cheating or copying during an exam also results in an "E" for the exam and the entire course.

I expect all students to take the exams during the scheduled class periods. I do not give make-up exams except under the rarest of circumstances. You **MUST NOTIFY ME IN ADVANCE** that there is a very serious problem and I will decide if you are allowed to take a makeup. If I deny your request to take a make-up, and you do not take the scheduled exam, I will assign a grade of zero for your exam score. If I administer a make-up exam, I reserve the right to give an exam that is different from the exam the class had and to give an essay exam. Students who take make-up exams for **ANY REASON** will be graded on a straight percentage scale (i.e., any curve that is applied to students who take the exam during the scheduled period will not apply to students taking make-up exam). Do not take this class if you anticipate that you might miss an exam for any reason. Note that the final is on Tuesday, December 14th. **I will administer no early exams for any of the exams.** Students are expected to take the exam during the scheduled period.

A late penalty will be assigned to papers handed in after the announced due date. The penalty is 10 points per day (Saturday and Sunday count as 5 points apiece). So, if the paper is due on Thursday and you don't get around to submitting it to me until Monday, you will be penalized 30 points. For example, if you would have earned, say, 90 points out of a possible 100 (90% =A-), your final paper score would be 60 due to the penalty (60% =D-). A good strategy is to complete your paper a few days in advance and then spend those days making minor changes to it if necessary and having your friends proof it.

Your final grade is based solely on your attendance/in-class projects, your performance on the three exams, paper, and field research project. **Please do NOT ask about extra credit. There is absolutely NO extra credit for this course.**

VERY IMPORTANT: Your final point total, and the letter grade associated with it, are **FINAL**. I will **NOT** simply add a point or two to someone's final point total so he or she can get a passing grade or a score that will enable the student to graduate. Students should not ask for preferential treatment; it's unfair to the other students and challenges the integrity of the grading scale.

IN-CLASS ETIQUETTE

I will appreciate it greatly if you make a conscientious effort to be on time and ready for each class session. If you miss an announcement that I make at the beginning of class because you are late or did not

attend, it is your responsibility to know what's going on in class. Everyone should make a few "class-buddies" to keep them informed if they are late or miss a class.

With a large number of students it is particularly important that students show respect for their classmates and me. This means that students should remember to turn off their cell phones before class begins. **PLEASE DO NOT READ OR SEND TEXT MESSAGES DURING THE CLASS.** If you have an "emergency," and need to contact someone, excuse yourself from the room and then return. **You should also refrain from surfing the net while class is in session because it can be disruptive to others around you.** Please refrain from having little chats with your neighbor or reading newspapers and magazines in class. Finally, if you are answering a question or making a comment in class, please speak loudly enough so that everyone in the class/auditorium can hear it.

ATTENDANCE AND IN-CLASS PROJECTS (worth 100 points)

Students will be required to choose a permanent seat that will be used for attendance purposes. It is every student's responsibility to sit in his/her designated seat to insure attendance points are logged correctly.

At various times throughout the course I will ask students to complete projects during the class period (I will probably **NOT** announce these dates in advance). Some of these projects will involve small group exercises or **POP QUIZZES. I may quiz you on the syllabus early in the semester.** I will do these in-class grading 11 times during the semester, but I will only count the top 10 scores for each student.

I will award between 1-10 points for those persons who participate and complete their small group projects. I reserve the right to double count a few of the in-class group projects that deal with one or more of the assigned books. That said, the accumulated point total at the end of the semester for this category of grading will be 100. You cannot make-up these in-class projects under any circumstances--this is part of your responsibility to attend class. Hence, if you miss class that day, you forfeit those 10-20 points. If one of these in-class project days falls on a day when you have a **UNIVERSITY AUTHORIZED** absence for travel or illness, you must show me written documentation of this conflict and I will add 1% to the weight of your final exam for each instance. Illnesses without a doctor's excuse are **NOT** legitimate. Likewise, missing class because of circumstances like job responsibilities, interviews, sick pets, broken hearts, dead car batteries, late buses, weddings, malfunctioning alarm clocks, hangovers, and heavy rain are **NOT** legitimate as an excused absence.

In some instances I may simply take attendance and those who are present for the **ENTIRE** period(s) will receive 10 points. In other instances I may present a **POP QUIZ** and ask students to provide a written answer to a question(s) relevant to the week's reading. These answers will be assessed on a 1-10 scale.

ESSAY OPTIONS

Students must do either option 1 or 2 to complete the course successfully. **Students who do NOT turn in a paper will receive a failing grade for the course.** You will **NOT** have a chance to rewrite this paper after it has been submitted so please take your time and be meticulous. See previous section for my policy on late papers. I will **NOT** read drafts of your paper, but you are free to discuss your basic ideas/focus/outline with either the TA or me.

1. TUESDAYS WITH MORRIE (100 Points)

This assignment will enable you, in a creative way, to apply a sociological perspective to your reading of the *Tuesdays with Morrie* book. The symbolic interactionist perspective and the sociological concepts discussed in this course will provide you with the conceptual tools you will need to think about and analyze this book.

You will need to demonstrate ***EXPLICITLY*** how the SI perspective informs your analysis of Morrie's experiences with Mitch. In addition you will need to incorporate at least 7 **key concepts** into your analysis (see the various chapter review sections in your text for lists of concepts--all chapters are eligible; you may also use concepts I introduce in lecture that are not covered in the book). Demonstrating your ability to use the perspective and concepts in an insightful, accurate, and thought-provoking way is most important. Be creative; think of a unique angle or way of looking at aspects of the main characters' interaction and grabbing the reader's attention. You should edit your essay so that it is AT LEAST 4 double-spaced, typed pages but no more than 5 pages following the instructions below (**you will be penalized if it is less or more**). **Do NOT put in any extra spaces between paragraphs—it should be a standard double space identical to the spacing between lines of text.** You are free to incorporate your own experiences as part of the analysis if applicable.

2. CELL PHONE USE ESSAY (100 points).

Before you begin to write your essay, you should acclimate yourself to the essay topic by viewing this short YouTube video. You do NOT need to cite it. However, it should help you to start thinking about the issues. https://www.youtube.com/watch?v=zncNBE_kgFA

This assignment will enable you to draw upon course content while using a social psychological perspective to frame your assessment of your cell phone usage and others' cell phone usage as well. Young people in the United States, and many other countries, are accustomed to using a cell phone to help them navigate their worlds. From a social psychological perspective, it is useful to step back and explore how people use these devices to manage their interpersonal lives and construct their identities. How we define ourselves and how we relate to others is influenced by our orientation to our cell phones. At times, how we perceive others and judge their behavior is also related to our orientation toward cell phones.

For this essay, you'll need to consider at least the following three elements and incorporate them into your project. You're free to construct and organize your essay as you see fit, BUT you need to make sure your essay covers all three of the points below. In other words, you don't need to order your paper by dealing with the first point, then the second point, and then the third. Just make sure that you cover all three sets of issues.

The strongest papers will be those that are anchored to a coherent theme (an organizational hook) that give the paper a well-articulated focus. You can address your analysis on yourself and one other person or frame your paper to deal with a much larger number of people with whom you've interacted.

First, consider your own personal cell phone use. Identify differences in your cell phone use in public (e.g., school, church, restaurants, etc.) versus private (e.g., dinner with family, out with friends or romantic partner, etc.) spaces. Are you aware and influenced by expected behaviors or norms associated with "appropriate" cell phone use in certain spaces? Have you ever deviated from these norms? Were there situations in which someone expressed disapproval or challenged your cell phone use in public or private spaces? Give details to any tension or conflicts that resulted from your personal cell phone use.

Second, consider others' (e.g., family, friends, strangers, etc.) cell phone use. Were there situations in which norms were violated and you felt and/or expressed disapproval to others' cell phone use? Which norms were violated? Was the conflict in a public or private space? How did you feel and respond?

Third, consider whether you have made changes to your cell phone use to help you adapt to others' expectations of when, where, and how it's appropriate for you (or others) to use a cell phone? In what ways have your observations of others using cell phones in inappropriate situations inspired you to make changes as well?

You will need to incorporate your personal experiences with cell phone use into your essay so that your writing illustrates and examines at least **SEVEN** key sociological concepts that are either discussed in class and/or your readings for this course. **You will need to demonstrate that you've read Sherry Turkle's book and are capable of applying insights/concepts from that book into your analysis.** Bold and underline the first time you use the concept. Furthermore, you will be expected to incorporate the symbolic interactionist perspective into your essay. In other words, you will need to indicate **explicitly** in your essay how the perspective(s) informs the way you are thinking about and analyzing your situation. I expect you to write a coherent essay that explores your personal experiences as they relate to these concepts and demonstrates your understanding of what these concepts mean. **Your essay should be AT LEAST 4 typed pages but absolutely no more than 5, and it is due during the class period.** You need to follow the directions closely for preparing your essay (see below).

I will collect and return them in a manner that ensures that no one else but the TA and I sees them. The TA and I will also be the only ones to read them. I will assess your journal concepts paper on the following criteria (use this as a check list):

Based on the above directions, there are **four critical elements** to this essay:

- explicit and rigorous use of the SI theoretical perspective
- explicit and analytically compelling inclusion of at least 7 sociological concepts
- a largely analytical essay, not one that is merely descriptive
- make sure your paper closely adheres to ALL guidelines listed below (especially 4-page minimum)

Essay Evaluation (Option 1 or 2): I will assess your essay on the following criteria (use this as a check list):

1. Degree and quality of analytic effort (**most important**, 75 points)

- how insightful is your sociological analysis, ie., does it go beyond a superficial treatment of the subject and get at underlying themes and patterns
- do you present your ideas in a logical fashion
- does your analysis integrate key concepts in meaningful ways
- do you compare/contrast key ideas in a way that demonstrates your deep understanding
- have you clearly shown how the SI perspective helps to frame your analysis
- have you used the concepts and theoretical perspective accurately?

2. Organizational structure and writing style (15 points)

- is your paper easy to read, are your sentences clear and without grammatical mistakes
- is your paper well organized with topic sentences and logical transitions between paragraphs
- is there a sense of continuity from the beginning to the end
- have you included a strong opening and conclusion?

3. Creativity of thought and presentation (5 points)

- do you keep my interest and motivate me to read the next sentence and to turn the pages
- do you include thought provoking passages or questions that demonstrate original thinking?

4. Quality of professional presentation (5 points)

- have you double and triple checked your paper to eliminate typos and misspellings
- is your paper printed with neat and clear ink (no faded type please)
- have you followed my directions for preparing your paper including a cover page, page numbers, font, page limits, NO double spacing between paragraphs, etc.
- have you stapled your paper
- have you submitted your paper on or before the due date?

Things to Note:

1. Make sure you include a cover page with the information listed below. Center this information on the page as the following template illustrates.

Title for Paper
 Last Name, First Name
 E-mail address
 Principles of Sociology
 Dr. William Marsiglio
 Date

2. Do NOT use plastic or any other kind of cover.

3. Papers must be typed using **12 inch font and 1 inch top and bottom margins**. Make sure the print is clearly legible (I have to do a lot of reading).

4. Place in **bold** and **underline** the concepts in the text the **first time** you use them. You do NOT need to highlight them in any subsequent use.

5. Attach a separate page to the end of your paper and assign a letter grade (e.g., A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E) to your effort for each of the four criteria I describe below. In other words, I want you to evaluate your own work.

	Student	Dr. Marsiglio
1. Analytic Effort	_____	_____
2. Organization and writing style	_____	_____
3. Creativity	_____	_____
4. Professional presentation	_____	_____
Total	_____	_____

FIELD RESEARCH PROJECT (150 points)

I will briefly discuss some of the finer points associated with this project in class, but the main directions are listed below.

One of the qualitative methods social scientists use to develop insights about the social world involves field research. As discussed in class (recall the figure below), direct observation (or field research) involves a researcher being present to watch social activities as they happen in real time. Sometimes a researcher is actively involved in whatever processes are being studied (Participant) and other times the researcher is not an active participant (Nonparticipant). In addition, sometimes the researcher directly tells others that they are being studied (Overt), but other times the researcher goes “undercover” and does not tell those who are being

observed (Covert). Four different types of field research can be identified when these two dimensions are taken into account simultaneously.

DIRECT OBSERVATION: Researcher Goes Where the Action Is

	Covert	Overt
Participant	A Stripper in club	B Wildland Fire Fighter
Non Participant	C Students interacting with preacher	D Two-way mirror, Parent-child interaction

For this project students are expected to do the following.

1. Identify two other students from the class to be your research partners. I'll distribute a signup sheet to help facilitate this process. The only way you can earn full credit for this assignment is if you do it as part of a team. Note: depending on the total number of eligible students, one or two groups may be forced to include only two members (those groups will not be penalized).
2. Identify a public, legal social activity you can easily observe (e.g., dance club scene, families of parents and kids at a playground, sorority/fraternity party, restaurant, youth sporting event with parents/family/friends present, gym, grocery store, religious service or social event, a condominium association meeting, etc. (many other options exist—but check with Ms. Holmes or me about the suitability of a different setting)
3. All team members spend **AT LEAST AN HOUR** observing the activities at the **SAME TIME**. Do **NOT** initiate conversations with those you're observing. You should **NOT** actively participate in the activity, only observe. You'll be conducting your observations in a manor consistent with "C" above.
4. Ideally, group members should position themselves in different spots so that they do their initial observations separately. During this initial independent phase, you can use whatever notetaking approach works for you (verbal/written on phone, use of notepad), but the more details you log, the better prepared you'll be for the team discussion phase. After those initial observations, group members will come together and discuss/compare their notes and ultimately prepare **ONE** integrated, team-based document.
5. The final document will be based on team field notes that explore the following topics and use these labels. Place the label to the far left, bold and underline like you see below, and then type your

information to the right of it. Do this for all of the labels (a-e). Double space only between each of the completed subheads. Do NOT use “a,” “b” etc in your document. I use these letters to help describe the guidelines for the project.

- a. **SETTING NAME/TYPE:** In broad terms, note the type of setting but do NOT label it in a way that a specific organization could be identified. For example, if you observe a fraternity/sorority function just mention that it is a fraternity/sorority—do NOT identify the specific fraternity/sorority. How formal/informal is the setting?
 - b. **PHYSICAL DESCRIPTION:** Describe in **DETAIL** the physical and symbolic characteristics associated with the site (e.g., old/new, playful/work, clean/dirty, poor/wealthy, safe/risky....)
 - c. **PARTICIPANT DESCRIPTION:** Describe the types of people participating (e.g., estimated ages, social class, race/ethnicity, gender, sexual orientation if known, religious background if known, student/work status....)
 - d. **SOCIAL PROCESSES (“GOING CONCERNS”):** Describe what is taking place. What is being accomplished? How is the activity being carried out? How familiar do the participants appear to be with each other? How much experience do you believe the participants have in doing this activity with people they know or others? What is the tone of the setting—competitive, cooperative, combative, friendly, nurturing? Identify other notable features of the social processes. You want the reader to get an intimate sense of what is taking place as if they were present, observing the activities themselves.
 - e. **RESEARCHER’S STANDPOINT:** Comment on how your particular standpoints may influence what you see and how you interpret it (e.g., are you a man observing transgender people holding a rally, a white person watching an African American dance troop give a public performance, a childless young adult watching parents and kids playing at a playground, a nonresident watching a condominium association meeting with your friend who lives in the condo complex....). Depending on the specific circumstances of your team members, individuals may have unique standpoints that affect what “jumped out” at them. Some will be more attentive to certain things than others. In this section, you can differentiate your standpoints if they differ in significant ways and highlight how your varied perspectives deepen your insights.
6. Incorporate at least 10 sociological concepts into your comments for the a-e labels (especially relevant to b-e) and **bold and underline** them the first time you use them. You need to use the concepts in a manner that demonstrates your working knowledge of them. In other words, use the concepts to help you explain your observations of the social activities.

Document Submission Guidelines

1. Typed (hard copy), electronic copies will **NOT be accepted**
2. Single spaced with all names, e-mail addresses, course, and date
3. Single spaced text but double space between major headings a-e, 12 in font, Times Roman, 1 inch margins top/bottom
4. Make sure type is clear and not smudged/faint
5. Make sure you proof-read your paper multiple times
6. Make sure your document is at least 4 pages but no more than 5.
7. Make sure your pages are numbered (but do not number the cover page)

Evaluation for Field Research Project: Your project will be assessed based on:

1. Rich description of the setting and people
2. How thoughtfully you incorporate a sociological perspective and specific concepts into your analysis of the social activity and your standpoint(s)
3. Professional presentation (no typos, strong/clear writing, follow submission guidelines)

COURSE OUTLINE AND READING ASSIGNMENTS

I have organized the lecture topics and readings according to our 16-week semester. You should plan to read the material before or during the week we are covering it. We will spend more time on some topics than others. Notice that there is more reading during the first 9 weeks than the final 6 weeks of the course. You'll be completing your paper and your group research project during weeks 10-12.

Week 1 (August 22-26): Foundations of the Field (Sociological Imagination & Theory)

Go to this link for a general description of the history and scope of sociology as a field of study.

<https://www.britannica.com/print/article/551887>

Week 2 (August 29-September 2): Studying the Social World (How do We Know What We Know—Methods of the Sociologist)

Albom, Mitch, *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson* (New York: DoubleDay, 1997/2007).

Jerry A. Jacobs, "Sociological Curiosity: Updating C. Wright Mills," *Contexts* 20, 3 (2021): 34-39. [CANVAS]

Week 3 (September 5-9): Society, Social Interaction, and Culture

Turkle, Sherry, *Reclaiming Conversation: The Power of Talk in a Digital Age* (New York: N.Y.: Penguin, 2015). Pp. 3-176

Week 4 (September 12-16): Socialization

Turkle, Sherry, *Reclaiming Conversation: The Power of Talk in a Digital Age* (New York: N.Y.: Penguin, 2015). Pp. 177-362.

Week 5 (September 19-23): Social Structure, Groups, and Organizations

Andrew J. Cherlin, "White Working-class Support for Trump," *Contexts* 20, 2 (2021): 30-35).

Week 6 (September 26-September 30): Deviance and Crime

Exam 1: September 27 (Tuesday, class period)

Week 7 (October 3-7): Stratification and Social Class

Wilkerson, Isabel, *Caste: The Origins of Our Discontents*. New York, N.Y.: Random House, 2020). Pp. 3-201.

Week 8 (October 10-14): Race and Ethnicity

Wilkerson, Isabel, *Caste: The Origins of Our Discontents* (New York, N.Y.: Random House, 2020). Pp. 202-388

Week 9 (October 17-21): Sex, Gender, and Sexuality

Simone Ispa-Landa and Barbara J. Risman, "The Gender Revolution on Greek Row," *Contexts* 20, 3 (2021): 16-21.

Week 10 (October 24-28): The "Sociological Body": Age, Health, and Sexuality

Arlene Stein, "Transitioning Out Loud and Online," *Contexts* 15, 2 (2016): 40-45.

Paper due in class Thursday, October 27th.

Week 11 (October 31-November 1-4): Families

Marsiglio, William (2009). healthy dads, healthy kids. *Contexts*, 8 (4), 22-27. [Note: A PDF version of this paper is posted on CANVAS].

Week 12 (November 7-11): Families & Immigration

Exam 2: November 8 (Tuesday: class period)

Week 13 (November 14-18): Education, Religion, and Science

R. Khari Brown and Ronald Brown, "What Americans Hear About Social Justice at Church – and What They Do About It," *The Conversation*, November 18 (2021), <https://theconversation.com/what-americans-hear-about-social-justice-at-church-and-what-they-do-about-it-168713>.

Week 14 (November 21-25): Sociology of Environments: The Natural, Physical, and Human Worlds

Deborah McCarthy Auriffeille and Catharine Fleming, "Parenting for Environmental Changes," *Contexts* 21, 1 (2022): 26-31.

Research Project due in class Tuesday, November 22nd.

Week 15 (November 28-December 2): Power, Politics, and Social Movements

Deborah A. Harris and Patti Giuffre, "#MeToo in the Kitchen," *Contexts* 19, 2 (2020): 22-27.

Week 16 (December 5-9): Social Change and Globalization (and Summary)

Last day of class for this class is Tuesday, December 6th, No class on Thursday, December 8th.

Exam 3: December 15 (Thursday), 5:30 – 7:30 p.m. (classroom)