

PRINCIPLES OF SOCIOLOGY (Spring 2024)
(SYG 2000, # 16548, Section RG15)

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

Location: McCarty Hall A, Room G186

Instructor:

Dr. Ravi Ghadge (phonetically, ghaad gay, he/him/his)

Department of Sociology and Criminology & Law

Office: 3111 Turlington Hall

Office hours: MWF 1:55-2:45 PM in person or by appointment on Zoom

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

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GENERAL EDUCATION SUBJECT AREA OBJECTIVES

General Education Credit

- Social and Behavioral Sciences (S)

This course accomplishes the [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for General Education credit. Courses intended to satisfy General Education requirements cannot be taken S-U.

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.

Sociology is the *systematic* study of social life. By studying Sociology, we learn how social groups, institutions, norms and values, and social identities are created and transformed by people through social interaction. We learn how “social structures” like race, gender, class, and caste influence our lives. Therefore, Sociology is the study of social stability, conflict, and change.

Why study Sociology? Sociology is deeply related to our everyday experiences. It provides the conceptual, analytical, and theoretical tools—the “sociological imagination”—to understand the world around us. It challenges our taken-for-granted understanding and enables us to see how social forces that may appear unrelated to us impact our lives. In today’s global world, our lives are connected to people far away from us. Sociology enables us to see those connections, thereby enlarging our worldviews. Therefore, Sociology helps us in becoming informed and responsible global citizens.

COURSE OBJECTIVES

- 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

At the end of this course, students will be expected to have achieved the Social and Behavioral Sciences [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the social sciences.*

- Students will identify and apply theories, concepts, and analytical frameworks to understand social issues from a sociological perspective.
- Students will demonstrate methods sociologists used to collect data.
- Assessments
 - In-class assignments and exams will assess students' competence in sociological content, concepts, and theories.
 - The observation assignment will assess students' ability to collect and analyze ethnographic data.

Critical Thinking: *Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions to problems within the social sciences.*

- Students will analyze and critique multiple sociological perspectives.
- Students will examine the broader social context and patterns of contemporary social issues and the evidence required to address them.
- Students will demonstrate the connections between sociology and their everyday lived experiences.
- Assessments
 - In-class assignments and exams will assess students' ability to analyze social issues from multiple perspectives.
 - The socio-autobiography assignment will assess students' critical reflection on how broader social forces impact their lives.

Communication: *Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the social sciences.*

- Students will communicate knowledge, ideas, and reasoning related to various social issues in written and oral forms.
- Assessments
 - Students will participate in written or oral discussions in the classroom through in-class assignments.
 - Students will collaborate on the observation assignment and submit a report discussing their group findings and individual reflections.

COURSE FORMAT

This course is entirely in-person. I will use a combination of methods of instruction. Class meetings will comprise PowerPoint lectures, in-class activities, discussions, and films. Class participation is an essential component of the learning process for this course. Students are expected to read all the assigned reading materials before each class and be prepared to participate in class discussions. To perform well in this course, it is crucial that you read the assigned readings carefully, take copious notes in class, and review the material regularly.

We will also make use of Canvas/e-learning. The instructor will post lecture presentations and other class materials on Canvas. You are responsible for regularly checking e-Learning for updates, discussions, instructions, posted lecture notes, and many other resources. Students can

learn more about Canvas and other technologies by visiting [UF's e-learning website](#). The [UF Computing Help Desk](#) is available to help troubleshoot technical issues.

REQUIRED READINGS

Required textbook: Giddens, Duneier, Appelbaum, and Carr (2021). *Introduction to Sociology (Seagull 12th edition)*. W.W. Norton & Co., ISBN: 978-0-393-53802-1.

*Additional readings will be posted on Canvas

COURSE POLICIES

Class Protocol: Please be mindful of the following

- Please do not crosstalk during lectures, when someone is speaking or asking a question, or when we are watching a film or a video.
- Avoid walking in late or leaving early, as it disrupts the class.
- **Switch off your cell phones and other electronic devices** before coming to class.
- **I do not allow computers** in the class since this often provides an opportunity for students to become distracted and disengaged. If you require a laptop to take notes, you must provide me with a letter from the Disability Resource Center.
- Please come to class prepared to complete in-class writing assignments.

Classroom Environment—People learn best when they are encouraged to ask questions and express their diverse opinions on course content, including 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, where 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. Students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas in response to challenging material. 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 University of Florida's mission, which includes exploring intellectual boundaries, creating new knowledge, and pursuing new ideas.

The material in this course does not represent the instructor's personal views and opinions but represents a sociological perspective. The material may challenge some of your common-sense understanding of social inequalities and may lead you to reflect on your own (or your family's) experiences within the stratification system. For some students, this may be the first time they recognize the depth of their disadvantage or the extent of their privilege, which may cause discomfort. Sometimes, your personal experiences may not fit the sociological insights presented in class or the readings. Although this is an opportunity to learn and explore, some students may find this personally challenging and even threatening.

Occasionally, we will engage in a frank discussion of controversial and sensitive topics in this class, including (but not limited to) race, sexuality, political, and religious views. Given the diversity of our experiences, there may be occasions when conflicting viewpoints are expressed, but we must learn to disagree respectfully and with reason.

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—If you need clarification or do not understand what we discussed in class, I am available to discuss anything with you during my office hours or over Zoom by appointment. I am happy to explain anything you do not understand or are having trouble with but come prepared with specific questions.

E-mail Policy: Students can contact me via email on my university account (ravighadge@ufl.edu) or through Canvas. However, I prefer that you contact me via my e-mail. In every email, please write your full name and the course title in the subject line. This helps me quickly identify you. I will do my best to reply to emails in a timely fashion. There is one exception: any email sent in the afternoon on a Friday or other non-business day will be responded 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.

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 attendance policies](#), make-up work will be allowed for excused absences related to illness, religious holidays, university activities, and military obligations.

COURSE REQUIREMENTS, MASTERY OF SLOs, AND GRADING

Your grade will be based on your scores in four assessment categories: Attendance and In-Class Assignments, Socio-autobiography Assignment, Field Observation Assignment, and Exams.

Assessment	Description	Percentage of Final Grade
In-Class Assignments	In-class assignments will evaluate students' competence in communicating sociological knowledge, ideas, and reasoning with their peers their competence in (Content and Communication)	10
Exams	Exams will evaluate student competence in terminology, concepts, methodologies, and theories used in sociology (Content)	45
Socio-autobiography	The socio-autobiography assignment will evaluate students' ability to develop connections between sociology and their everyday lived experiences (Content, Critical Thinking & Communication)	20
Field Observation Assignment	The field observation evaluates students' ability to work as a team to do real-world research and to apply sociological concepts to real-word experiences (Communication and Critical Thinking).	25
Total Grade		100
Extra-credit opportunity: A film review paper (details provided in class): 2% For some films you may need Off-Campus Access using the UF Proxy Server.		

Important Dates

Field Observation Proposal	February 5 (Monday), hard copy during the class period
Exam 1	February 16 (Friday), class period
Socio-autobiography	March 4 (Monday), hard copy during the class period
Exam 2	March 25 (Monday), class period
Field Observation Report	April 8 (Monday), hard copy during the class period
Exam 3	April 30 (Friday), 3:00 pm in class.

In-class Assignments (10%)

Over the semester, we will have 11 short in-class assignments (unannounced) intended to encourage students to come to class, keep up with the readings, and provide opportunities for students to reflect on the course content. The average for the top 10 will be counted toward the final grade, so you can skip one in-class assignment without it affecting your grade. These in-class assignments will involve individual writing reflections, small-group projects, or pop quizzes (that may even include a quiz on the syllabus early in the syllabus. So please read the syllabus thoroughly! Each in-class assignment will be graded based on the following rubric:

Criteria & Points	Description
Exemplary (5 points)	The student assignment demonstrates excellent comprehension of class material, and the writing is clear and convincing with specific details and examples.
Satisfactory (3 points)	The student assignment demonstrates a satisfactory understanding of the class material, and the writing is clear but lacks specificity and detail.
Absent (0 points)	The student did not complete the assignment.

Of the 11 in-class assignments, 10 will be counted toward your final grade. Therefore, you can miss **one** in-class assignment without penalty. 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 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.

Socio-autobiography (20%)

The socio-autobiography assignment will enable you to understand your life within a broader social context using your sociological imagination. It will help you think critically about relationships with others based on your ‘social location’ as well as broader political, historical, economic, and cultural forces that have shaped your life experiences. The assignment will be 4-5 pages double-spaced (four full pages minimum, not more than 4). There are three main components to this assignment:

1. First, you will reflect on your life and highlight major events that you believe most influenced your life since birth. Think about events and social forces that shaped who you were/are and how and what you did/do, including your identities, beliefs, values, norms, and worldview (the idea of how the world works and why).
2. Second, consider some broader social factors that may have influenced those events (for example, economic recession, immigration policies, race relations, the pandemic etc.).
3. Finally, use sociological concepts and analytical frameworks to explain your social situation. Your paper should *not* read like a diary, offering a play-by-play account of your life episodes. These episodes should be used as illustrations for a sociological analysis of your life, where you will integrate **at least ten (10) sociological concepts** to interpret some aspects of your life. You will **underline** and **bold** these the first time and **briefly** define them in parentheses.

Although doing research is not a requirement for this assignment, you may need to search for additional information to help you to have a better understanding of your life circumstances. This may involve, for example, asking questions to your parents, relatives, or significant others to get more information about your early life experiences. Here are some things that may help you start thinking about the assignment. You don’t have to choose all the questions below but the ones that are the most significant for you.

- *Most significant people in your life* (e.g., family, friends, teachers, relatives, neighbors, partner/spouse)
- *Parent's class and race*: How that may have impacted your life in factors such as residential location, choices of schools and friends, quality of your health insurance, leisure activities, and other opportunities, and your preferences (e.g., hobbies and tastes for music, food, manners) as you grew up?
- *Own race, class, and gender* (and *sexual orientation* – you don't have to talk about this if you are uncomfortable). How have these impacted your life?
- *Ethnicity and/or religious group*: whether it was/is significantly influencing your life? How?
- *Globalization*

The socio-autobiography will be graded based on the following criteria (more specific details on these will be provided in class):

- Clarity of description and sociological analysis (70%)
- Organizational structure and writing (20%)
- Adherence to format (typed hard copy, 4-5 page, double-spaced, 1-inch margins on all four sides, 12-size font, page-numbered, stapled) (10%). See policies for written work for more details.

Field Observation Assignment (25%)

The goal of the observation assignment is to apply sociological concepts to everyday life and to learn how sociological research is conducted through systematic observation. This is a group-based assignment involving teams of three students. I will distribute a sign-up sheet in class to facilitate the distribution of students into teams. I will provide finder details on this assignment in during class, but here are some instructions to help you understand the overall process and requirements of the assignment.

Instructions for students:

1. Identify two other students from the class to be your research partners. I'll distribute a signup sheet in class to help facilitate this process. Depending on the total number of students in class, some teams may include two students, but this will not affect your grade in any way.
2. Once you have formed a team, the next task would be to identify a public and legal social setting or social activity that you can easily observe (e.g., interactions of people in a public park, public library, mall, grocery stores, farmers market, driver's facility, airport arrival or departure area, sorority/fraternity party, religious service, or social event, etc.). This is not an exhaustive list. You are free to choose any other setting, but please check about the suitability of the setting with either me or one of the TAs.
3. Once you have formed a team and decided on an observation setting, you will need to submit a **one-page proposal** outlining the plan of your observation. This proposal must include the following:

1. The names of the team members
2. Your choice and rationale for your observation setting (why did you decide on this setting, or why do you find the setting interesting?)
3. Your clearly written research question (What do you want to find out?)
4. Your plan for conducting your research (date, method, logistical details, etc.)
4. All team members will spend **AT LEAST ONE HOUR** systematically observing the activities at the **SAME TIME**. Please note while observing the activities, you should NOT initiate any conversations with those you are observing. You should not actively participate in the activity (you will try your best to be a non-participant observer). It is advisable that team members position themselves in different spots so that they can do their observations independently.
5. While doing the observation, you will take detailed field notes (written or verbal), trying to remain as conspicuous as you can without inconveniencing or making the people you are observing uncomfortable. To help you organize your observations, I have provided an observation worksheet at the end of the syllabus. But it is recommended that you use a separate sheet of paper so that space is not a constraint. The goal is to be as detailed as possible so that you are better prepared for your team discussion. While observing, draw a **field map** of the setting that serves as a visual aid to your observations.
6. After those initial observations, team members will come together and discuss/compare their notes and ultimately prepare ONE integrated, team-based field report document.

Final Report

Based on your observation, you will submit a 4-5 page (almost full 4 pages, no more than 5 pages) single-spaced Team Observation Report. Your final report should include the following:

- The name of the setting, date, and time of the observation. Please avoid putting identifiable information about specific organizations.
- Your specific **research question**.
- A specific **description** of what you saw, using evidence from the “field” (demographic details of people, conversations, signs, symbols, how people interact with their physical environment, etc.).
- Your **sociological interpretation and analysis** of what you saw in the light of your research question, using **at least five sociological concepts (bold and underline them the first time)**.
- Provide a **reflection** on the research process. For example, how your standpoints (based on your gender, race, ethnicity, age, nationality, religion, etc.) may have influenced what you see and how you interpret it. Did you observe any differences between your team members regarding what was observed or how observations were interpreted?
- Sample of your **field notes**. Your field notes should demonstrate that you spent one hour observing the setting.
- Sample of the physical **map** of the setting.

Grading: Total 100 points: Your final report will be graded based on the following rubric:

- Specific details (name, date, time of observation, main research question, etc.) (10 points)

- Rich description of the setting with evidence from the field (30 points)
- Sociological interpretation (with concepts), analysis, and reflection (40 points)
- Observation notes and map (10 points)
- Format (4-5 pages [not counting the title or any reference page], single-spaced, 1-inch margins on all four sides, 12-size font, page-numbered, stapled) and overall quality (10 points). See policies for written work for more details.

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 proof-read your paper multiple times. Don’t forget to number your pages (except the cover page). Please **staple** your pages together (no paper clips or loose pages)!

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

Exams (3x15% each = 45% total)

There are **three required exams** for this course that are aimed at testing your knowledge of information from the textbook and lectures. Each in-class test is paper-based and will cover material from specific chapters (non-cumulative). All tests will be a closed book and consist of multiple-choice and true/false questions. Students will have the entire class time to complete the test. Each test is worth 22% of the final grade. Please note that collaboration on tests is a form of academic dishonesty and, if noted, will be pursued per the university’s honesty policy regarding cheating and plagiarism, as discussed in the University’s Conduct Code.

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.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, which can be accessed [here](#).

Grading Scale

A	94.0–100	C	73.0–76.9
A-	90.0–93.9	C-	70.0–72.9
B+	87.0–89.9	D+	67.0–69.9
B	83.0–86.9	D	63.0–66.9
B-	80.0–82.9	D-	60.0–62.9
C+	77.0–79.9	E	≤ 59.9

Information on current UF grading policies for assigning grade points may be accessed [here](#).

Please be aware of your grade trajectory throughout the semester, and if you are concerned about your grade at any point, you should speak to me about it during office hours as soon as possible.

I will not round up final grades. Also, be aware that Canvas is only a medium for me to display your assignment and exam scores. Even though Canvas calculates your overall grade, you should always calculate your grade to verify that it is correct.

COURSE POLICIES

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 the number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). Please consult with the instructor or TAs in this class if you have any questions or concerns.

In-class Recording

Per UF policies, students are permitted to record video or audio of class lectures, although 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 preparation for, a criminal or civil proceeding. All other purposes are prohibited. 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 Honor Code and Student Conduct Code.

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.

Student Complaints Policy

If students have concerns about classroom issues, disagreements, or grades, their first point of contact is the classroom instructor, whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of record; in classes without TAs, this may be the departmental course coordinator or the department chair. Their contact information can be found on the syllabus or the [department website](#). Email to the departmental contact should include a clear description of the student's concern and supporting documents. Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the [Office of the UF Ombuds](#).

Helpful Campus Resources

Health and Wellness

- Visit the [Counseling and Wellness Center website](#) or call (352) 392-1575 for information on crisis and non-crisis services.
- Call (352) 392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- Visit the [UF Police Department website](#) or call (352) 392-1111 (or 911 for emergencies).
- For immediate medical care, call (352) 733-0111 or go to the emergency room at 1515 SW Archer Road; Visit the [UF Health Emergency Room and Trauma Center website](#) for more information.

Academic Resources

- Contact the [UF Computing Help Desk](#) at (352) 392-4357 or via e-mail at helpdesk@ufl.edu for E-learning technical support.
- For career assistance and counseling services, visit the [Career Connections Center](#): Reitz Union Suite 1300, (352) 392-1601.
- [Library Support](#): Various ways to receive assistance with using the libraries or finding resources.
- For general study skills and tutoring, visit the [Teaching Center](#): Broward Hall, (352) 392-2010 or (352) 392-6420 to make an appointment.
- For help brainstorming, formatting, and writing papers, visit the [Writing Studio](#): 2215 Turlington Hall, 352-846-1138.
- [Student Complaint Campus](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

Other Suggestions:

1. Take good notes (this seems obvious but it's surprising how many students do not take very good notes). Having the lecture PowerPoints may not be enough on its own to effectively study for the tests. If you need advice on how to take better notes, I am happy to assist you.
2. There are no stupid questions, so if you do not understand a concept, ask for clarification.

3. **This is very important:** If there is a circumstance that affects your ability to fulfill your class duties, discuss this with me as early as possible. Similarly, if you are concerned about your grade, discuss it with me immediately. Every year I encounter students who contact me during the last week of school inquiring about how they can improve their grades. Our options are very limited at this point, so please take care of these issues early on.
4. Utilize UF's academic resources, such as tutoring and other services, through the Teaching Center. You can use them for this class and any others in which you need assistance. Many of these services are free and can be very helpful.

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. Readings marked as * are available on Canvas.

Week	Topic	Readings (<u>Complete prior to class</u>)	Course Work
Module 1: Sociological Theories, Concepts, and Methods			
<u>Week 1</u> Mon, Jan 8	Course Introduction	No Readings	In-class sociological imagination exercise
Wed, Jan 10	Sociological Imagination	1. Ch. 1 (pp. 1-11) 2. Mills (Canvas)	
Fri, Jan 12	Sociological Theories	Ch. 1 (pp. 12-19)	
<u>Week 2</u> Mon, Jan 15	MLK Day—No Class		
Wed, Jan 17	Sociological Theories	Ch. 1 (pp. 19-27)	Case-study: Pak Mun Dam
Fri, Jan 19	Applying the three sociological approaches		
<u>Week 3</u> Mon, Jan 22	Sociological Methods	Ch.2	
Wed, Jan 24	Sociological Methods		
Fri, Jan 26	Sociological Methods		
<u>Week 4</u> Mon, Jan 29	Socialization and the Life Course	Ch. 4	
Wed, Jan 31	Socialization and the Life Course	1. Kane (Canvas) 2. Van Ausdale & Feagin (Canvas)	
Fri, Feb 2	Film 1: <i>Divide of the Sexes: Gender Roles in Childhood</i>		

<u>Week 5</u> Mon, Feb 5	Social Interaction and Everyday Life	Ch. 5 (pp.134-146)	DUE: Field Observation Proposal (Mon, Feb 5)
Wed, Feb 7	Social Interaction and Everyday Life	Ch. 5 (pp. 144-161)	
Fri, Feb 9	Conformity, Deviance and Crime	Ch. 7 (pp. 198-211)	
<u>Week 6</u> Mon, Feb 12	Conformity, Deviance and Crime	Ch. 7 (pp. 212-225)	
Wed, Feb 14	Conformity, Deviance and Crime	Ch. 7 (pp. 226-233)	
Fri, Feb 16	Exam #1		
Module 2: Structures of Power and Social Inequality			
<u>Week 7</u> Mon, Feb 19	Stratification, Class, and Inequality	Ch. 8 (pp. 240-254)	*Mid-term evaluations
Wed, Feb 21	Stratification, Class, and inequality	Ch. 8 (pp. 255-265)	
Fri, Feb 23	Stratification, Class, and inequality	Ch. 8 (pp. 265-281)	
<u>Week 8</u> Mon, Feb 26	Global Inequality	Ch. 9 (pp. 286-305)	
Wed, Feb 28	Global Inequality	Ch. 9 (pp. 305-319)	
Fri, Mar 1	Film 2: <i>Nero's Guests</i>	No Readings	
<u>Week 9</u> Mon, Mar 4	Gender Inequality	1. Ch. 10 (pp. 224-337) 2. Lucal (Canvas)	Due: Socio-autobiography Assignment (Mon, Mar 4)
Wed, Mar 6	Gender Inequality	Ch. 10 (pp. 338-344)	
Fri, Mar 8	Gender Inequality	Ch. 10 (pp. 345-371)	
Spring Break (March 9-16)			
<u>Week 10</u> Mon, Mar 18	Race, Ethnicity, and Racism Film 3: Begin watching <i>The Color of Money</i>	1. Ch. 11 (pp. 376-392) 2. McIntosh (Canvas)	
Wed, Mar 20	Race, Ethnicity, and Racism Film 3: Finish watching <i>The Color of Money</i>	1. Ch. 11 (pp. 392-401) 2. Nakano Glenn (Canvas)	
Fri, Mar 22	Race, Ethnicity, and Racism	Ch. 11 (pp. 402-413)	
Module 3: Social Institutions			
<u>Week 11</u> Mon, Mar 25	Exam #2		
Wed, Mar 27	Families and Intimate Relationships	Ch. 15 (pp. 562-575)	

Fri, Mar 29	Families and Intimate Relationships	Ch. 15 (pp. 575-609)	
<u>Week 12</u> Mon, Apr 1	Education—Basic concepts and theories of education	Ch. 16 (pp. 614-622)	
Wed, Apr 3	Education—Research on education	Ch. 16 (pp. 623-628)	
Fri, Apr 5	Education—Influences on student outcomes	Ch. 16 (pp. 629-647)	
Module 4: Social Change in the Modern World			
<u>Week 13</u> Mon, Apr 8	The Sociology of the Body: Health, Illness, and Sexuality	Ch. 18 (pp. 706-727)	DUE: Field Observation Report (Mon, Apr 8)
Wed, Apr 10	The Sociology of the Body: Health, Illness, and Sexuality	Ch. 18 (pp. 728-757)	
Fri, Apr 12	The Sociology of the Body: Health, Illness, and Sexuality	Ch. 18 (pp. 728-757)	
<u>Week 14</u> Mon, Apr 15	Population, Urbanization, and Environment	Ch. 19 (pp. 762-778)	
Wed, Apr 17	Population, Urbanization, and Environment	Ch. 19 (pp. 778-790)	
Fri, Apr 19	Population, Urbanization, and Environment	Ch. 19 (pp. 790-813)	
<u>Week 15</u> Mon, Apr 22	Globalization in a Changing World	Ch. 20 (pp. 818-830)	
Wed, Apr 24	Globalization in a Changing World	Ch. 20 (pp. 830-853)	
Exam #3	4/30/2024 @ 3:00 pm		

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 or in the event of extenuating circumstances. This includes the tentative calendar presented above.

**Appendix
SYG 2000
Field Observation Worksheet**

	OBSERVATIONS
Your name and Team number	
Location, Date, and Time of observation	
Who do you see?	
What do you see?	
How do people interact with one another?	
What do you hear people saying?	
How do people interact with the physical environment?	
What are people wearing?	
Other observations	