PRINCIPLES OF SOCIOLOGY (Fall, 2015)
(SYG 2000, Section 14CH)

When: Tues (2nd-3rd: 8:30 a.m. - 10:25 a.m.), Thurs (3rd: 9:35 a.m. - 10:25 a.m.)
Where: Pugh 170

Dr. William Marsiglio
Office: Turlington 3108-A
Office Phone: 294-7182
E-mail: marsig@ufl.edu
Home Page: http://web.clas.ufl.edu/users/marsig/
Office Hours:
  Tuesdays  10:40 a.m. - 11:30 a.m.
  Thursdays  10:40 a.m. - 12:30
  And by appointment

T.A.: Min Li
Office: Turlington 3309
E-mail: minli124@ufl.edu
Office Hours: TBA

At times I will circulate announcements for students using the registrars’ class listserve, so please monitor your UF email account and make sure it is in good standing.

COURSE DESCRIPTION

This course will provide a general introduction to the contemporary theories, concepts, and methods of sociology. 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 2 required texts. There are also three essays that can be found in the journal, *Contexts* (available online, access description can be found in the week 10 reading section).


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

**Other materials:**

Your required course materials include *The Sociology Project 2e* along with access to REVEL. REVEL is an interactive e-text that provides students with access to a digital version of *The Sociology Project* as well as integrated video, assessments, and interactive activities.

This will be my first time using this text and REVEL so there is a learning curve for me as well as the students. Throughout the course, I will probably encourage students to look at particular media items outside of class time. Some of these exercises may be paired with in-class projects that involve the "Attendance/In-class Project" grading (see below). There will also be required assessments built into the REVEL program for which you will be held accountable. Of course, students are free to explore the resource on their own.

If you have any type of technology issue, please contact PEARSON, not me or the T.A. the Pearson Student Phone Support number is: **(855) 875-1801**. Answers to most support questions can be found in the 24/7 knowledgebase—now optimized for mobile devices. Visit the Pearson 24/7 Support site on any mobile browser—or scan the QR Code—and get the answers you need at [http://247pearsoned.custhelp.com/](http://247pearsoned.custhelp.com/). You can also check on REVEL support at [www.pearsonhighered.com/revel](http://www.pearsonhighered.com/revel).

To access REVEL, you have a couple of options:

1. Purchase the package in the local UF bookstore. This will include your REVEL access code packaged with a student value edition of *Sociology Project*. (Package should cost around $85 in local store)

2. Purchase access to REVEL directly from Pearson. Cost direct to student is $65 and you have the option for an offline print copy of the text for an additional $5 and the text will be mailed to you.
In order to register for REVEL, you will need a REVEL invite url, which I will post the week before classes start. Directions for registering will also be provided.

**REVEL Student Registration Instructions**

#1 Go online to your professor’s REVEL eTextbook Invitation Link. Follow this link: [https://console.pearson.com/enrollment/2qz2ns](https://console.pearson.com/enrollment/2qz2ns)

#2 Click “Join Course” on the right side of the page.

#3 If you HAVE had a REVEL eTextbook before, enter your old Username & Password, and Click “Sign In”. If you have NOT had a REVEL eTextbook before, Click “Create an Account” and fill out all of the required information; Then Click “Create an Account” at the bottom of the page. NOTE: Do NOT use any other Pearson account credentials when creating a REVEL account. This could cause disruption to other types of Pearson programs you may have as well as to your REVEL account.

#4 You will now see your course listed in your REVEL account. Click on the picture of your REVEL course.

#5 Now, Choose 1 of the 3 available options:

*Option #1*: Purchase a 12-month subscription for $65.00.

*Option #2*: Enter in the Access Code that you have already bought.

*Option #3*: Get 14-day FREE Access (after which you have to buy access).

#6 After completing 1 of the 3 options above, you’ll have access into your REVEL eTextbook! Congratulations! To access REVEL, use any web browser and login at [www.pearsonhighered.com/revel](http://www.pearsonhighered.com/revel). (Or just Google Pearson Revel)

If you have any technical issues, please contact Pearson at (855) 875-1801.

**MAJOR COURSE OBJECTIVES**

1) Introduce students to the basic concepts, theories, and methods that sociologists use.

2) Provide students with a brief overview of sociology as a discipline within the social sciences.

3) Help students develop their 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 their family members and friends can affect the larger society.

**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 the paper assignment.

| 1. Attendance/ In-class Projects (100 pts, 10%) | See description below. |
| 2. Essay on *Tuesdays with Morrie* (100 pts., 10%) | See description below. |
| 3. Exam 1 (200 pts, 20%) | The exam will be 50 multiple choice questions and cover Weeks 1-5 (Chapters 1, 2, 3, 4, 5, 6, 8, 9 and lectures, and *Tuesdays with Morrie*). It will require students to have a working knowledge of the theories, concepts, and major findings discussed in the lectures and readings. |
| 4. Exam 2 (300 pts, 30%) | The exam will be 50 multiple choice questions and cover Weeks 6-10 (Chapters 10, 11, 12, 13, 16, 17, 21 and lectures). It will require students to have a working knowledge of the theories, concepts, and major findings discussed in the lectures and readings. |
| 5. Exam 3 (Final) (300 pts, 30%) | The exam will be 50 multiple choice questions and cover Weeks 11-16 (Chapters 7, 14, 15, 18, 19, 20, 22 and lectures). It will require students to have a working knowledge of the theories, concepts, and major findings discussed in the lectures and readings. |

**IMPORTANT DATES**

- Essay Due September 24 (Thursday):
- Exam 1 September 29 (Tuesday): Tentative
- Exam 2 November 10 (Tuesday): Tentative
- Exam 3 December 15, Tuesday, 7:30 a.m. - 9:30 a.m.

**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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
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<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-1000</td>
<td>930-1000</td>
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<tr>
<td>A-</td>
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<td>3.33</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>83-86</td>
<td>830-869</td>
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<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82</td>
<td>800-829</td>
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<td>C+</td>
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<td>C</td>
<td>2.0</td>
<td>73-76</td>
<td>730-769</td>
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<td>C-</td>
<td>1.67</td>
<td>70-72</td>
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<td>D+</td>
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<tr>
<td>E</td>
<td>0</td>
<td>Below 60</td>
<td>599 and below</td>
</tr>
</tbody>
</table>

**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 http://www.dso.ufl.edu/judicial/honorcode.php

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. 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 Monday, December 13th. I will administer no early final exams (everyone, including seniors, will 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 Tuesday and you don't get around to submitting it to me until Monday, you will be penalized 40 points. For example, if you would have earned, say, 90 points out of a possible 100 (90% =A-), your final paper score would be 50 due to the penalty (50% =E). 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 and paper. 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 150 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. Also, 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 auditorium can hear it.

ATTENDANCE AND IN-CLASS PROJECTS (worth 100 points)

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, POP QUIZZES, or assignments connected to REVEL (see
above). I will do this 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. 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 points (1% of your final grade). 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.

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 ON TUESDAYS WITH MORRIE (100 Points)**

See previous section for my policy on late papers.

This assignment will enable you, in a creative way, to apply a sociological perspective to 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 *Tuesdays with Morrie*.

You will need to demonstrate explicitly how the SI perspective informs your analysis of Morrie's experiences. In addition you will need to incorporate at least 7 key concepts into your analysis of Morrie's life and his interactions with Mitch (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 Morrie's experience and grabbing the reader's attention. You should edit your essay so that it is 3 double-spaced, typed 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 relate Morrie's and Mitch's experiences to your own as part of the analysis.

Based on the above directions, there are three 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
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
   Society and the Individual
   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. Attach a separate page to the end of your paper and assign a letter grade (e.g., A, A-, 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.

<table>
<thead>
<tr>
<th>Student</th>
<th>Dr. Marsiglio</th>
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<tbody>
<tr>
<td>1. Analytic effort</td>
<td>_____</td>
</tr>
<tr>
<td>2. Organization and writing style</td>
<td>_____</td>
</tr>
<tr>
<td>3. Creativity</td>
<td>_____</td>
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<td>4. Professional presentation</td>
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<tr>
<td>Total</td>
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</table>

5. 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.

**COURSE OUTLINE AND READING ASSIGNMENTS**

I have organized the readings including the 22 chapters in the text book, *Tuesdays with Morrie*, and the three journal essays 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. **Please be careful to read the specific chapter(s) that is/are assigned for the week while noting that I’ve assigned some chapters out of the sequential order in which they appear in the textbook.** Note too that the general headings I use for each week do not always correspond to the chapter name.

**Week 1 (August 24-28): Foundations of the Field (Sociological Imagination & Theory)**

Manza et al. (2016). Chp. 1 (Manza, Haney, & Arum) & Chp. 2 (Manza, Ertman, Haney, & Lukes)

**Week 2 (August 31-September 4): Studying the Social World (How do We Know What We Know—Methods of the Sociologist)**

Manza et al. (2016). Chp. 3 (Haney)


**Week 3 (September 7-11): Society, Social Interaction, and Culture**
Manza et al. (2016). Chp. 4 (Molotch) & Chp. 6 (Klinenberg)

**Week 4 (September 14-18): Social Structure, Groups, and Organizations**

Manza et al. (2016). Chp. 5 (Manza) & Chp. 8 (Arum and Manza)

**Week 5 (September 21-25): Cities, Communities, & Socialization**

Manza et al. (2016). Chp. 9 (Sharkey

**Paper Due: September 24 (in class)**

**Week 6 (September 28-October 2): Deviance and Crime**

Manza et al. (2016). Chp 17 (Duster & Manza)

**Exam 1: September 29 (Tuesday)**

**Week 7 (October 5-9): Stratification and Social Class**

Manza et al. (2016). Chp. 10 (Torche, Arum, & Manza)

**Week 8 (October 12-16): Race and Ethnicity**

Manza et al. (2016). Chp. 11 (Morning)

**Week 9 (October 19-23): Sex, Gender, and Sexuality**

Manza et al. (2016). Chp. 12 (England)

**Week 10 (October 26-30): The "Sociological Body": Age, Health, and Sexuality**

Manza et al. (2016). Chp. 16 (Horowitz & Jennings)


Note: a PDF version of this article can be retrieved through the online holdings at the Smathers Library.

Go to: http://www.uflib.ufl.edu/

- In the middle of the screen, go to the section For Faculty and click on “Online Journals"
- In the white space to the right of the “Online journals only” and type in "Contexts“ and click “find"
- Click on "SAGE Complete A-Z List (1999-Present)" link
  - Click on the "All Issues” button
  - Click on "2009"
  - Click on “November” and Scroll down and look for "featured articles" to find the assigned reading

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Note: In the past, if users were trying to access the library off campus they would need to go to a button and click on "Off-Campus Access" and sign-on. Then repeat the steps above—BUT on June 24, 2015 I completed the steps away from campus WITHOUT needing to do a special remote sign-in.

**Week 11 (November 2-5): Families**

Manza et al. (2016). Chp. 13 (Gerson)

**Week 12 (November 9-13): Families (cont.) & Immigration**

Manza et al. (2016). Chp. 21 (Jasso)

Use similar procedure to what is outlined in week 10 but with new information to locate Hull et al. (2010) article.

**Exam 2: November 10 (Tuesday)**

**Week 13 (November 16-20): Education, Religion, and Science**

Manza et al. (2016). Chp. 15 (Persell & Witteveen) & Chp. 14 (Marwell)

Use similar procedure to what is outlined in week 10 but with new information to locate Downey and Gibbs’s (2010) article.


Manza et al. (2016). Chp. 19 (Jerolmack) & Chp. 20 (Wu)

**Week 15 (November 30 – December 4): Power, Politics, and Social Movements**

Manza et al. (2016). Chp. 7 (Lukes & Manza) & Chp. 18 (Goodwin)

**Week 16 (December 7-11): Social Change and Globalization (and Summary)**

Manza et al. (2016). Chp. 22 (Chibber)
No class on Thursday, December 10.

**Exam 3: December 15, Tuesday, 7:30 a.m. - 9:30 a.m.**