University of South Florida Sarasota-Manatee  
SYG2000.522 CRN 25181  
3 credit hours  
Introduction to Sociology  
Spring 2015

Professor: Donna Trent, Ph.D.

Contact Information:  
email: dtrent@sar.usf.edu. Email is my preferred method of communication.  
Phone: To set up a phone conversation, I ask that you email me your phone number and a few  
good times to call between 8 AM and 5 PM. I will return the call within 24 hours for requests  
made for a phone conversation Monday through Friday. Phone calls are not made on week-ends  
or official holidays.

PREREQUISITES: none

COURSE DESCRIPTION: Sociology is the systematic study of human behavior and  
encompasses social issues such as race, gender, poverty, inequality, immigration, power, and  
health. In this course you will learn about the discipline of sociology—what it is and how you  
can use it. Attention is given to developing a sociological frame of reference for understanding  
modern society. The material covered in this course should improve your analytic thinking  
about our social reality and the lives of others whose culture, backgrounds, and opportunities  
differ from yours.

COURSE TOPICS: This course will cover the following content areas:
   1. major sociological concepts and theories
   2. basic elements of sociological research
   3. key areas of sociological interest including deviance, crime, race, gender,  
      and inequality

COURSE OBJECTIVES: The objectives of this course are to:
   1. Develop familiarity with the major theoretical perspectives in sociology  
   2. Discuss the fundamentals of conducting sociological research  
   3. Identify elements in society that encourage social stability, along with  
      elements that encourage social deviance or change.  
   4. Examine social problems including deviance, crime, racism, gender  
      inequality and poverty from a sociological perspective.

COURSE STUDENT LEARNING OUTCOMES: Upon completion of this course,  
students will be able to:
   1. Demonstrate the ability to examine behavioral, social, and cultural issues from  
      a variety of points of view.
2. Demonstrate an understanding of basic sociological concepts and principles used in the analysis of behavioral, social, and cultural issues - past and present, local and global.

3. Demonstrate and integrate an understanding of the complexity of elements important to various cultures, groups, beliefs, and practices.

TEXT AND MATERIALS:

A. Texts:


B. Materials:

1. Computer and internet access

Canvas Use:
Course instruction is delivered online through Canvas. You must have regular access to a computer with internet connection and check your USF email regularly (multiple times per week). Your computer access is essential to this webbased course, and computer difficulties are not a valid excuse for late work. If needed, computers are available on the USFSM campus. Please make sure you can access all course material including the lecture presentation audio on the Canvas site during the first week of class.

The class syllabus is posted in CANVAS, an online course management system. In this class CANVAS will be used for all class discussions and weekly assignments. Information on how to use Canvas is available at: http://usfsm.edu/e-learning-services/student-resources/

Extra Credit

There are no extra credit assignments in this course.

Use of Turnitin (Plagiarism Software):

I reserve the right to submit student work to Turnitin after the work has been turned in. The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.
Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

**First Day Attendance**

To indicate first day attendance, please respond to the Introductory and Questions about the Syllabus discussion boards by 9 AM, Saturday, . If both of the above are not done, you will be listed as not attending the first class and will be dropped from the course.

**Student Evaluation:**

The student's grade in this course will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Discussion Questions 1 through 10 @ 4 points each</td>
<td>40%</td>
</tr>
<tr>
<td>Quizzes 1 through 10 @ 3 points each</td>
<td>30%</td>
</tr>
<tr>
<td>Examinations 1 through 3 @ 8 points each</td>
<td>24%</td>
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<tr>
<td>Reflection Essay</td>
<td>6%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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</tbody>
</table>

A plus-minus grading system will be used in this course.

The chart below shows how the weighted points are turned into letter grades:

- 100-97 = A+
- 96-93 = A
- 92-90 = A-
- 89-87 = B+
- 86-83 = B
- 82-80 = B-
- 79-77 = C+
- 76-73 = C
- 72-70 = C-
- 69-67 = D+
- 66-63 = D
- 62-60 = D-
- 59- 0 = F

**Discussion Boards:** Students are required to respond to the questions posted by the professor.
There are 10 discussion boards throughout the semester. Responses should not be in one or two words but rather a minimum of three or four paragraphs to indicate understanding and thought on the subjects under consideration and to include reference to relevant theories, concepts and ideas from the readings. Responses are to demonstrate critical thought and reflection on the part of the student. Students are encouraged to read and reply to their classmates. I will have all read, graded and commented on discussion board submissions for you by four days after the due date, if not before. I also will check discussion boards Monday through Friday. If you do not receive full credit for a discussion board, I will provide feedback to you requesting more information or asking you to respond to question(s) I pose. All discussion boards are due at 8 AM. See below for due dates. **DISCUSSION BOARD RESPONSES AND REVISED RESPONSES NOT SUBMITTED BY THE DUE DATE AND TIME WILL NOT BE ACCEPTED AND WILL NOT BE GRADED IF PRIOR ARRANGEMENTS HAVE NOT BEEN MADE WITH THE PROFESSOR.**

<table>
<thead>
<tr>
<th>Discussion Board</th>
<th>Due Date</th>
<th>Due Date for Requested Revisions</th>
<th>Due Time</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan/16</td>
<td>Jan. 23</td>
<td>8AM</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 23</td>
<td>Jan. 30</td>
<td>8AM</td>
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<tr>
<td>3</td>
<td>Jan. 30</td>
<td>Feb. 6</td>
<td>8AM</td>
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<tr>
<td>4</td>
<td>Feb. 6</td>
<td>Feb. 20</td>
<td>8AM</td>
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<tr>
<td>5</td>
<td>Feb. 20</td>
<td>Feb. 27</td>
<td>8AM</td>
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<td>6</td>
<td>Feb. 27</td>
<td>Mar. 13</td>
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<td>8</td>
<td>Mar. 27</td>
<td>Apr. 3</td>
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<td>9</td>
<td>Apr. 3</td>
<td>Apr. 10</td>
<td>8AM</td>
</tr>
<tr>
<td>10</td>
<td>Apr. 10</td>
<td>Apr. 17</td>
<td>8AM</td>
</tr>
</tbody>
</table>

**Quizzes:** There are 10 quizzes in this course. Quizzes consist of a multiple choice questions from the chapter (on in case of quizzes 2 and 3, partial chapter) read for that week. All quizzes are closed note, closed book. You may not preview quizzes. Quizzes are timed with a time limit of 40 minutes. Once you open a quiz, you must complete it within the allotted time. You cannot begin a quiz, close it and return to finish it at a later date. **NOTE THAT LATE QUIZZES WILL NOT BE ACCEPTED OR GRADED WITHOUT PRIOR ARRANGEMENT WITH THE PROFESSOR.**

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Due Date</th>
<th>Due Time</th>
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<tbody>
<tr>
<td>Quiz 1</td>
<td>Jan. 16</td>
<td>8:01AM</td>
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<tr>
<td>Quiz 2</td>
<td>Jan. 23</td>
<td>8:01AM</td>
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<tr>
<td>Quiz 3</td>
<td>Jan. 30</td>
<td>8:01AM</td>
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<tr>
<td>Quiz 4</td>
<td>Feb. 6</td>
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<tr>
<td>Quiz 5</td>
<td>Feb. 20</td>
<td>8:01AM</td>
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<tr>
<td>Quiz 6</td>
<td>Feb. 27</td>
<td>8:01AM</td>
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<tr>
<td>Quiz 7</td>
<td>Mar. 13</td>
<td>8:01AM</td>
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<tr>
<td>Quiz 8</td>
<td>Mar. 27</td>
<td>8:01AM</td>
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<tr>
<td>Quiz 9</td>
<td>Apr. 3</td>
<td>8:01AM</td>
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<tr>
<td>Quiz 10</td>
<td>Apr. 10</td>
<td>8:01AM</td>
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</tbody>
</table>
Examinations: There are three examinations in this course. Examinations will consist of some combination of multiple choice and true/false questions. All examinations are closed note, closed book. You may not preview examinations. Examinations are timed. Once you open an examination, you must complete it within the allotted time. You cannot begin an examination, close it and return to finish it at a later date. **NOTE THAT LATE EXAMINATIONS WILL NOT BE ACCEPTED OR GRADED WITHOUT PRIOR ARRANGEMENT WITH THE PROFESSOR.**

<table>
<thead>
<tr>
<th>Examination</th>
<th>Due Date</th>
<th>Due Time</th>
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<tbody>
<tr>
<td>Examination 1</td>
<td>Feb. 13</td>
<td>8AM</td>
</tr>
<tr>
<td>Examination 2</td>
<td>Mar. 20</td>
<td>8AM</td>
</tr>
<tr>
<td>Examination 3</td>
<td>Apr. 17</td>
<td>8AM</td>
</tr>
</tbody>
</table>

Reflection Essay: For this assignment, write a 2-4 page essay in which you discuss how the various assignments in this course contributed to developing your sociological imagination and strengthening your ability to engage in sociological analysis. Due: 8 AM on April 17.

Please find below additional thoughts to consider as you compose your reflective statement:

I would like you to ask yourself the question: "So what? What difference does knowing this material make to me and how I see, interpret and interact?" I am drawing this from David A. Kolb's model of learning. See this link for more information: [http://academic.regis.edu/ed202/subsequent/kolb2.htm](http://academic.regis.edu/ed202/subsequent/kolb2.htm)

In brief, Kolb suggests that there are four components to learning: being exposed to new ideas/theories, having an experience that pertains to these (could be the discussion boards or various experiences in your own life as your classmates and you have mentioned as they pertain to the theories, analysis (asking how does my knowledge of these theories further inform my understanding of these experiences and vice versa), and finally reflection (what difference does this new knowledge make to me? Am I seeing situations differently? Has this impacted my assessment of self, others, or situations?)

So, for Kolb, the learning experience is not complete until one spends some time reflecting on the relevance of the learning to oneself.

I am interested to hear your reflections in terms of how YOU see the world from a sociological perspective. How have YOU changed or grown in your outlook through studying the material in this course and in consideration of the Kolb model?

**REMEMBER: DISCUSSION BOARD RESPONSES, QUIZZES, EXAMINATIONS AND REFLECTION ESSAY NOT SUBMITTED BY THE DUE DATE AND TIME WILL NOT BE ACCEPTED AND WILL NOT BE GRADED IF PRIOR ARRANGEMENTS HAVE NOT BEEN MADE WITH THE PROFESSOR.**
USF Sarasota-Manatee Policies and Procedures:

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714 http://usfsm.edu/disability-services/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.
The Counseling and Wellness Center is a confidential resource where students can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help students without their having to report the situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO) unless they wish. Please be aware that professors, administrators, or other staff must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If students disclose any of these situations in class, in papers, instructors are required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Counseling Center and Wellness Center 941-487-4254

Victim Advocate (24/7) 941-504-8599

List of off-campus resources:

Hope of Manatee: 941-755-6805

Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976

Last Date to Withdraw:

The last date to withdraw with no academic penalty and no refund is March 21.

Schedule of Class Assignments

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Jan. 9</th>
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<tbody>
<tr>
<td>Write responses to: Discussion Board: Student Introductions (not graded). Due Jan. 10 at 9 AM. Discussion Board: Questions about the Syllabus (not graded). Due: Jan. 10 at 9 AM.</td>
<td></td>
</tr>
<tr>
<td>Read: Schaefer, Chapter 1 Ferguson, Chapter 1 (“The Promise”) Chapter 2 (“Teenage Wasteland”) Chapter 4 (“Theoretical Perspectives…”) Chapter 7 (“Finding Out How…”)</td>
<td></td>
</tr>
<tr>
<td>Watch: Powerpoint Presentation for Schaefer, Chapter 1 Take Quiz 1 Complete Discussion Board 1:</td>
<td></td>
</tr>
</tbody>
</table>
Discussion Board 1: What is meant by the term "sociological imagination"? Provide an example of your using your sociological imagination.

Class 2  Culture and Socialization
Jan. 16  Read: Schaefer, Chapter 2, pgs. 37-53

Ferguson, Chapter 10 ("Culture: A Sociological…")
Chapter 11 ("Culture of Fear")

Watch: Powerpoint Presentation for Schaefer, Chapter 2
Take Quiz 2
Complete Discussion Board 2

Discussion Board 2: Define “value” and “norm”. How are norms related to values? List five norms you strongly believe in that have helped you to become a participating member of society. What values do these norms represent? Select one of the norms and explain how your belief in it contributed to your becoming an accepted member of your community.

Class 3  Culture and Socialization (cont’d)
Jan. 23  Read: Schaefer, Chapter 2, pgs. 53-73

Ferguson, Chapter 13 ("No Way My Boys…”)
Chapter 14 ("Using Racial and Ethnic…”)
Chapter 15 ("Making It by Faking It”)

Review: Powerpoint Presentation for Schaefer, Chapter 2
Take Quiz 3
Complete Discussion Board 3

Discussion Board 3: Define “socialization” and name typical agents of socialization. Explain how Mead thought preparatory, play and game stages contribute to a child’s socialization and development of self. Give examples of specific games you remember playing when you were a child. How did these games influence the development of your social self?

Class 4  Social Interaction, Groups, and Social Structure
Jan. 30  Read: Schaefer, Chapter 3

Ferguson, Chapter 18 ("Peer Power”)
Chapter 19 (“Shopping as Symbolic.…”)

Watch: Powerpoint Presentation for Schaefer, Chapter 3
Take Quiz 4
Complete Discussion Board 4

Discussion Board 4: Analyze a bureaucracy that you are involved with in some way. Describe the organization and its purpose, and then make a bulleted summary of the way it meets each of the five criteria specified in the text.

Class 5  Take Examination 1
Feb. 6

Class 6  Deviance and Social Control
Feb. 13  Read: Schaefer, Chapter 4
         Ferguson, Chapter 6 (“On Being Sane…”)
         Chapter 22 (“Descent into Madness”)

         Watch: Powerpoint Presentation for Schaefer, Chapter 4
         Take Quiz 5
         Complete Discussion Board 5:

Discussion Board 5: Give an example of a type of deviant behavior. Which sociological theory of deviance do you think can best explain that act of deviance? Why? Please explain.

Class 7  Stratification in the United States and Global Inequality
Feb. 20  Read: Schaefer, Chapter 5
         Ferguson, Chapter 23 (“Some Principles…”)
         Chapter 24 (“Who Rules America”)

         Watch: Powerpoint Presentation for Schaefer, Chapter 5
         Take Quiz 6
         Complete Discussion Board 6

Discussion Board 6: Define the term “social stratification”. Explain the difference between caste and class forms of stratification systems. How do functionalist theory and conflict theory each explain contemporary class based social stratification? Provide an example of each. Do you think one is a better explanation of contemporary social stratification or do you think a more complete explanation can be developed from a combination of the two? Please support your answer.

Class 8  Inequality by Race and Ethnicity
Feb. 27  Read: Schaefer, Chapter 6
         Ferguson, Chapter 33 (“Out of Sorts”)
         Chapter 34 (“Yearning for Lightness”)
         Watch: Powerpoint Presentation for Schaefer, Chapter 6
Take Quiz 7
Complete Discussion Board 7

Discussion Board 7: Provide an example of racial or ethnic discrimination that you've witnessed in your lifetime. Do you think that such discrimination can be reduced through cooperative contact among people of different races/ethnicities? Why or why not? Please explain.

Class 9 Spring Break
Mar. 6 No new assignments and nothing due.

Class 10 Take Examination Two
Mar. 13

Class 11 Inequality by Gender
Mar. 20
Read: Schaefer, Chapter 7
Ferguson, Chapter 28 (“What is Means to Be…”)
Chapter 30 (“Because She Looks Like…”)
Watch: Powerpoint Presentation for Schaefer, Chapter 7
Take Quiz 8
Complete Discussion Board 8

Discussion Board 8: How is gender socialized? Do you remember experiences growing up where you learned about being male or female? How did your parent(s) and family affect your sense of gender identity? Did any experiences at school and/or with friends affect the development of your gender identity?

Note that March 21 is the last day to withdraw with no academic penalty and no refund.

Class 12 Social Institutions: Family and Religion
Mar. 27
Read: Schaefer, Chapter 8
Ferguson, Chapter 53 (“The Deinstitutionalization…”)
Chapter 54 (“Unmarried with Children”)
Watch: Powerpoint Presentation for Schaefer, Chapter 8
Take Quiz 9
Complete Discussion Board 9

Discussion Board 9: What are your thoughts on the social institution of the family in today’s society? Do you agree more with the functionalist, conflict, or symbolic interactionist perspective on family? Or, do you fall somewhere in between? Explain.
<table>
<thead>
<tr>
<th>Class</th>
<th>Social Institutions: Education, Government, and the Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 3</td>
<td>Read: Schaefer, Chapter 9</td>
</tr>
<tr>
<td></td>
<td>Ferguson, Chapter 43 (&quot;The Time Bind&quot;)</td>
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<td></td>
<td>Chapter 51 (&quot;A School in a Garden&quot;)</td>
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<tr>
<td></td>
<td>Watch: Powerpoint Presentation for Schaefer, Chapter 9</td>
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<tr>
<td></td>
<td>Take Quiz 10</td>
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<td>Complete Discussion Board 10:</td>
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Discussion Board 10: Explain the three ideal types of authority that Max Weber developed and provide a contemporary example of each.

<table>
<thead>
<tr>
<th>Class</th>
<th>Take Examination 3</th>
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<tbody>
<tr>
<td>Apr. 10</td>
<td>Write Reflection Essay</td>
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<table>
<thead>
<tr>
<th>Class</th>
<th>Course Wrap-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 17</td>
<td>Due: Examination 3 and Reflection Essay at 8 AM on April 17.</td>
</tr>
<tr>
<td></td>
<td>The course will not be available on Canvas after this time.</td>
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</tbody>
</table>