

PRINCIPLES OF SOCIOLOGY (Summer, 2017)
(SYG 2000, Section 4A06)

When: M, T, W, Th, F (2nd, 9:35 a.m. - 10:45 a.m.)

Where: Pugh 170

Dr. William Marsiglio

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Office Hours:

Tuesday 10:40 a.m. - 11:30 a.m.

Thursday 10:40 a.m. - 12:30 p.m.

And by appointment

T.A.s: Office: Turlington 3323

Robert Baez: rbaez@ufl.edu

Office hours:

Monday 12:30 p.m. - 2:00 p.m.

Wednesday 12:30 p.m. - 2:00 p.m.

At times I will circulate [announcements for students](#) using the registrars' class listserv, so please monitor your UF email account and make sure it is in good standing.

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 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).

1. Manza, Jeff. (2016). *The Sociology Project 2.5: Introducing the Sociological Imagination*. From the New York University Department of Sociology. Pearson. (REVEL is a digital book.)

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

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 2.5 and the accompanying REVEL Program*. Revel is an interactive e-text that provides students with access to integrated video, assessments, and interactive activities. Please note that you have two options for purchasing your materials. You can purchase the REVEL standalone access code (**9780134632865**) in the local bookstore which contains digital access to the REVEL e-book. You can also purchase directly online at <https://console.pearson.com/enrollment/decrlo>. Once you have purchased access, you can choose to order a 3-hole punched print copy for a nominal fee.

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](tel:8558751801). Answers to most support questions can be found support.pearson.com/getsupport. You can also check on REVEL support at www.pearsonhighered.com/revel.

REVEL Student Registration Instructions

This course uses a Pearson digital product which contains important assignments and resources used throughout the semester. The required link below is unique to this course. Here is how to register:

1. Visit this link: <https://console.pearson.com/enrollment/decrl0>

(DO not purchase REVEL access online anywhere accept the invite link provided here!)

2. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.

3. Choose your course under 'My Courses' and choose an access option: redeem an access code that you got from your school's bookstore or purchase access online.

What you should know:

- Bookmark <https://console.pearson.com> to easily access your materials.
- Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.
- Contact your instructor if you lose the invite link.
- Once you are registered, you can access REVEL by going to www.pearsonhighered.com/revel
- Once you have registered on your computer, you should visit the app store on your mobile device and download the free Pearson REVEL app. This will allow you to download the text to your cell phone or other mobile devices and access offline.

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.
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- **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 Robert at: rbaez@ufl.edu. Please allow 24 hours (not including weekends or holidays) for a response to your questions.

MAJOR 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 scientists 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

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 the paper assignment.

<p>1. Attendance/ In-class Projects (100 pts, 10%)</p>	<p>See description below. In-class projects will require students to demonstrate competence in content, communication, and critical thinking.</p>
<p>2. REVEL ONLINE QUIZZES (100 pts, 10%)</p>	<p>I will include students' scores on end of chapter quizzes from the online REVEL book for 10 chapters (3 chapters of my choosing relevant to exam 1, 4 chapters relevant to exam 2, and 4 chapters relevant to exam 3). I will calculate grades for 11 chapters but drop the lowest score so students' accumulate point total for the quizzes will be based only on 10 chapters. I will announce which chapters will count after the due date so students should plan to read all chapters on time and carefully take all quizzes. Students who answer 100% of questions correctly on an online quiz will receive a score of 10, 90-99% =9, 80-89%= 8, etc. The quizzes will require students to demonstrate competence in content.</p>
<p>2. Essay either on: <i>Tuesdays with Morrie</i> or Assigned <i>Context</i> Article by Schilt and Westbrook (2015). "bathroom battlegrounds and penis panics" (100 pts., 10%)</p>	<p>See description below. The essay will require students to demonstrate competence in communication.</p>
<p>3. Exam 1 (200 pts, 20%)</p>	<p>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 <i>Tuesdays with Morrie</i>). 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>4. Exam 2 (250 pts, 25%)</p>	<p>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. Thus they will</p>

	require students to demonstrate competence in critical thinking.
5. Exam 3 (250 pts, 25%)	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. Thus they will require students to demonstrate competence in critical thinking.

IMPORTANT DATES

REVEL online Quizzes: Dues dates identified in REVEL program
Exam 1 July 7: Friday
Essay July 10: Monday: if essay on Tuesdays with Morrie
July 17: Monday: if essay on Schilt and Westbrook’s article
Exam 2 July 21: Friday
Exam 3 August 3: **THURSDAY**

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 <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 or **POP QUIZZES**. 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 or Contexts article (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 your reading of the *Tuesdays with Morrie* book or the Schilt and Westbrook (2015) assigned reading in the journal *Contexts*. 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 either of these two writings.

You will need to demonstrate explicitly how the SI perspective informs your analysis of these works—more specifically, Morrie's experiences with Mitch or the social labeling process of people who embody certain physical characteristics, ie., a penis. 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 your chosen topic 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 incorporate your own experiences as part of the analysis if applicable.

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, 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	_____	_____

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 (June 26-30):

- **Foundations of the Field (Sociological Imagination & Theory)**

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

- **Studying the Social World (How do We Know What We Know—Methods of the Sociologist)**

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

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

- **Society, Social Interaction, and Culture**

Manza et al. (2016). Chp. 4 (Molotch) & Chp. 6 (Klinenberg)

Week 2 (July 3-7):

- **Social Structure, Groups, and Organizations**

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

- **Cities, Communities, & Socialization**

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

EXAM 1 (chapters 1, 2, 3, 4, 5, 6, 8, 9 and lectures, and *Tuesdays with Morrie*)

Week 3 (July 10-14):

- **Deviance and Crime**

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

- **Stratification and Social Class**

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

- **Race and Ethnicity**

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

- **Sex, Gender, and Sexuality**

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

Schilt, Kristen and Westbrook, Laurel. (2015). "bathroom battlegrounds and penis panics." *Contexts*, 14(3), 26-31.

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

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 4 (July 17-21):

- **The "Sociological Body": Age, Health, and Sexuality**

Manza et al. (2016). Chp. 16 (Horowitz & Jennings)
Marsiglio, William (2009). healthy dads, healthy kids. *Contexts*, 8 (4), 22-27.

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

Families & Immigration

Manza et al. (2016). Chp. 13 (Gerson) & Chp. 21 (Jasso)

EXAM 2: (chapters 10, 11, 12, 13, 16, 17, 21, Marsiglio essay, and lectures)

Week 5 (July 24-August 4):

- **Education, Religion, and Science**

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

Downey, Douglas B. and Gibbs, Benjamin G. (2010). how schools really matter. *Contexts*, 9 (2), 50-54.

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

- **Week 6: Sociology of Environments: The Natural, Physical, and Human Worlds**

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

Week 6:

- **Power, Politics, and Social Movements**

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

- **Social Change and Globalization (and Summary)**

Manza et al. (2016). Chp. 22 (Chibber)

EXAM 3: THURSDAY, August 3