



SYG 2000

Introduction to Sociology

Section: U06

In Person

Fall Term 2025

Course Meeting Information

Examples:

Class meeting times	
Day:	M, W, F
Time:	11:00 - 11:50 am
Location:	Zeb 150

Professor Information

Dr. Katie Rainwater

Roles: Primary Instructor

Email: krainwat@fiu.edu

Phone: N/A

Office Hours: 2 - 3 PM Wednesday or by appointment

Office Location: SIPA 316B

Department or Academic Unit: Global and Sociocultural Studies

Additional Notes

If you prefer to meet virtually, join [my personal meeting room on Zoom](#).

Course Prerequisites

Course prerequisites, if any, are listed below.

Course Description and Purpose

This course serves as an introduction to the discipline of sociology. You will be introduced to sociology in three respects. First, and most importantly, you'll learn what it means to think sociologically or deploy the sociological imagination. Sociologists search for patterns in human behavior and seek to understand the cultures, history, policies, social forces, and institutions that give rise to these patterns. Second, you'll be introduced to the methodologies and theories that sociologists use to make sense of the social world. Third, you'll be introduced to areas of sociological inquiry including race, class, sex, gender, collective behavior, social movements, family, global and transnational sociology, inequality, poverty and mobility, labor and labor movements, and political sociology.

Sociologists study all facets of the social world. We can't possibly cover everything in a single semester! This course will focus on inequality in education. We will consider how inequality is produced and reproduced in educational institutions along axes of class, race, immigration status, gender, and sexual orientation. We'll also consider social movements that are attempting to address these inequalities through collective action. We'll use educational inequality as a theme with which to learn how to think sociologically and to explore different areas of sociological inquiry. Sociology offers new ways to think about the familiar or the taken-for-granted. Together, we'll reconsider our experience in educational institutions (both at FIU and those which we attended prior to FIU) through the sociological imagination and through a reflection on sociological scholarship.

This is a Global Learning Foundations course that counts toward your FIU Global Learning graduation requirement.

Course Goals

This course satisfies the following University Core Curriculum requirement for Social Science Group Two (university-required):

Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view. Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

Student Learning Outcomes/Objectives

Student learning outcomes allow faculty to assess the level of proficiency in content knowledge and skills that their students acquire in a course.

If the objective meets a special designation, you will see the code after the objective:

University Core Curriculum: UCC

Gordon Rule Writing: GRW

Global Learning: GL

Civic Literacy: CL

- Employ the sociological imagination to analyze society
- Explain, critique, and interpret complex written arguments about inequality
- Identify key substantive areas of sociological inquiry
- Analyze social movements in K-12 and higher education

- Global Awareness: Students will be able to explain how globally diverse values, beliefs, and behaviors are influenced by social forces
- Global Perspective: Students will be able to examine social processes from diverse perspectives (e.g. conflict, functionalist, and symbolic interactionist approaches).
- Global Engagement: Students will be able to propose solutions to a global problem taking into account multiple perspectives.

Expectations of the Course

A Note on Reading Materials

There is no required textbook for this course. All readings are available to download on Canvas. I recommend downloading and printing the readings. Research demonstrates that students generally attain higher levels of reading comprehension when reading from printed texts than from digital texts. Required readings reflect multiple and diverse perspectives on sociology. Examples include:

- CW Mills (1959). "The Promise". The Sociological Imagination.
- J. Calarco. (2018). "Coached for the Classroom". In Negotiating Opportunities: How the Middle Class Secures Advantages in School.

Assignments

Participation - The success of this class depends on the participation of ALL students. We each bring a unique set of experiences and perspectives to this course and mutual learning happens when we share our experiences and perspectives. Moreover, pedagogy research indicates that class participation helps students to retain knowledge and to maintain focus. You are expected to attend class, to prepare for class by completing the readings, and to engage in class discussion about the readings.

Participation will be assessed according to attendance (you have to be in class to participate!), preparedness for class, attentiveness during class, and contributions to small group and large group discussion. I'll grade your participation once at the mid-point of the course and then I'll give you a final participation grade at the end of the course. These two grades will not be averaged together rather your final participation grade can increase or decrease depending on your participation during the second half of the semester. After four weeks, I'll provide an assessment of your participation which will not count toward your grade but will give you an understanding of my assessment of your participation performance.

In-Class Writing Assignments - At least once per week you will be asked to write a few sentences about that day's assigned reading or course content. The assignment may consist of a single prompt or multiple short answer questions. The purpose of these assignments (to be given on unannounced class days at the beginning or end of the class throughout the semester) are to ensure that you are keeping up with the reading and course content and to prepare you for class discussion by offering you the chance to reflect on important questions about the reading. Sometimes in-class writing assignments will be assigned at the end of class to give you a chance to reflect on that day's content and class discussion. I drop your 3 lowest in-class writing assignments. *In-class writing assignments cannot be made up.*

Projects - You will be required to submit three projects that you complete outside of class. See the Assignment Page for information and due dates.

Exams - There will be a mid-term and a final. The mid-term and final will consist of multiple choice, true/false, short answer, and essay questions. Study guides will be made available at the beginning of each module.

Assessments

Rubrics for at-home writing assignments and exams will be posted on the relevant assignment page on Canvas.

In-class writing assignments will be graded promptly and your grades will be visible in canvas. If you have questions about your in-class writing assignment grade come see

me.

Participation will be assessed at the mid-point and end of the semester. Prior to the mid-point assessment, I will provide each student with short written feedback on their participation.

Grading

Missing Class

While attendance is mandatory for this class, I understand that you may miss an occasional class for illness or another reason. Please don't email me to tell me why you are missing class or to ask me what you missed. (However, if you have an emergency that is going to require missing class for multiple weeks reach out to me ASAP). You may wish to get the contact information of another student who is willing to share notes or to catch you up in the event of a missed class.

Late Work Policy

Projects may be submitted late for a penalty. (Minus 10% for up to 7 days late; plus an additional deduction of 5% for each additional week late. So if you submit Project One three weeks late, you will lose 20%). If you have a major life circumstance that is preventing you from submitting your assignment then reach out to be ASAP as I grant exceptions to the late penalty for certain circumstances (such as a major illness).

In-class writing assignments must be completed in in-class and cannot be made up.

Grading

Assignment Title	Number of items	Percent of overall grade
Participation	2	20%
In-Class Writing Assignments	About 18	20%
Exams	2	30%

Assignment Title	Number of items	Percent of overall grade
Projects	3	30%

Letter	Range (%)		Letter	Range (%)		Letter	Range (%)
A	100 - 95		B	85 - 83		C	75 - 70
A-	94 - 90		B-	82 - 80		D	69 - 60
B+	89 - 86		C+	79 - 76		F	59 and below

Textbook and Course Materials

No items needed

Required/Recommended: No items needed

Authors: No items needed

Publisher: No items needed

Publication Date: No items needed

Copyright Date: No items needed

ISBN 10: No items needed

ISBN 13: No items needed

No items needed

Required/Recommended: No items needed

Authors: No items needed

Publisher: No items needed

Publication Date: No items needed

Copyright Date: No items needed

ISBN 10: No items needed

ISBN 13: No items needed

Panther Book Pack

The Panther Book Pack rental program provides your required print and digital course materials at a flat rate of \$20 per undergraduate credit hour. When you registered for your classes this session, you were notified via email of the required course materials that are included in the Panther Book Pack.

Make sure to review the pricing for all materials across your classes this semester and compare the cost to the Panther Book Pack flat rate. If the Panther Book Pack is not your best option, you may opt out up to three days after the add/drop deadline. The deadline to opt back into the Panther Book Pack is also three days after the add/drop deadline.

If you do not opt out of the Panther Book Pack rental program, you will be charged \$20 per undergraduate credit hour for which you are registered and the course materials will be reserved in your name. For more details and to learn how to access your course materials, visit onestop.fiu.edu/bookpack.

Schedule of Topics

This class is divided into four modules as follows:

- Foundations (Aug 25 - Sept 17)
- Class (Sept 22 - Oct 22)
- Gender (Oct 27 - Nov 10)
- Race and Immigration Status (Nov 12 - Dec 3)

Policies & Resources

As a member of the FIU community, you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Conduct and Honor Code](#).

In addition, the [FIU Policies and Procedures Library website](#) serves as the official repository for university-wide policies and procedures.

Core Principles of this Course

This course will serve to embrace the diversity and inclusivity found within Florida International University. We appreciate and respect diversity, equality, equity, cooperativeness, community, and sustainability within our online courses. We are committed to the ongoing education of our students and their participation within the course regardless of gender, ethnicity, age, sexual orientation, geographical location, religion, and disability. We strive in encouraging collaboration by preparing our students to value the differences in others. At the core of our intentions is the encouragement of acceptance and appreciation of differences within our student population and community.

This course will serve to embrace **academic freedom**, a core principle of the university as stated in the Collective Bargaining Agreement between the Board of Trustees and the United Faculty of Florida.

"Academic freedom and responsibility are essential to the integrity of the University. The principles of academic freedom are integral to the conception of the University as a community of scholars engaged in the pursuit of truth and the communication of knowledge in an atmosphere of tolerance and freedom. The University serves the common good through teaching, research, scholarship/creative activities, and service. The fulfillment of these functions rests upon the preservation of the intellectual freedoms of teaching, expression, research, and debate. The University and UFF affirm that academic freedom is a right protected by this Agreement in addition to a faculty member's constitutionally protected freedom of expression and is fundamental to the faculty member's responsibility to seek and to state truth as he/she sees it."

Nondiscrimination Statement

The **Office of Civil Rights Compliance and Accessibility (CRCA)** is responsible for ensuring that FIU maintains a workplace and learning environment free from discrimination, where current and prospective faculty, staff, and students are treated equitably. If any student, employee, or applicant has a sincere and reasonable belief that they have been discriminated against or harassed based on age, color, disability, gender, marital status, ethnic or national origin, race, religion, retaliation, sex, or any other protected category, they can report their concerns to the CRCA team through report.fiu.edu.

UCC Category Description

This course satisfies the University Core Curriculum **Social Sciences, Group 2** requirement.

According to this category:

Social science courses afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues.

State General Education Course Description and Outcomes

This course aligns with the state-mandated course description and student learning outcomes specified below.

SYG 2000 - Introduction to Sociology

In this course, students will gain an understanding of the basic sociological concepts and vocabulary, including the methodological tools, sociological perspectives, and scientific procedures used by social scientists to collect data and conduct research. Topics generally include: society and culture, institutions, socialization, influences, crime, change, groups, sex, race and ethnicity, family, class, and population.

Student learning outcomes:

- Students will apply multiple sociological perspectives.
- Students will identify methodological tools used to evaluate sociological research questions.
- Students will understand dynamics between individual agency and social influences.