# Syllabus

**FYC 3401: Introduction to Social and Economic Perspectives on Community**

**3 Credit Hours**

| Instructor and Teaching Assistants | Course Information |
|---|---|
| **Instructor:** Jorge Ruiz-Menjivar, Ph.D. | **Term:** Spring 2024 |
| **Office:** 3025C McCarty Hall D | **Call number:** 13181 |
| **Telephone:** 352-392-0404 | **Section:** 07G2 |
| **Email:** jorgerm@ufl.edu | **Meeting Time:** See *Course Schedule* for specific dates and times. |
| **Virtual Office Hours:** Wednesday: 15:00-17:00h & Thursday: 15:00-16:00h. | Tuesday: Periods 8-9 (15:00-15:50h & 16:05-16:55h) Thursday: Periods 9 (16:05-16:55h) |
| Use the following link to schedule an appointment: jorgerm.youcanbook.me | **Location:** E-learning & Zoom Note: MCCA 2196 has been reserved for this course during class time, and you may use it to meet with your group on campus. |
| **Teaching Assistants (TAs)** <br> • Ms. Ashlyn Lake <br> Email: ashlynlake@ufl.edu <br> • Ms. Cailyn Lake <br> Email: cailynlake@ufl.edu <br> • Ms. Mira Helms <br> Email: mirahelms@ufl.edu <br> • Ms. Francesca Michelini <br> Email: michelinif@ufl.ede | |
| Please make an appointment with TAs via e-learning or UFL email. | **Delivery Format:** 100% Online & Synchronous |

*** The instructor reserves the right to adjust the syllabus to meet the course's objectives. ***

**FYC 3401: Introduction to Social and Economic Perspectives on Community**
**3 Credit Hours**

**Course Description**
This course explores the evolution of modern communities and concepts of community and uses sociological theories to explain community-level phenomena. As community practitioners, students will need to understand the populations they work with and use community theories to design robust and effective community-based programs. We will look specifically at the interaction between children, families, and their communities and analyze implications for community practice.

**Learning Outcomes**
By the end of this course, you will be able to:
1. Identify and understand the roles and functions of communities in the larger social system.
2. Use social theory to understand and analyze issues facing contemporary communities.
3. Analyze the interaction between children, families, and the communities they live in and how characteristics of communities impact social processes.
4. Use social theory to evaluate the potential impacts of different kinds of programs designed to address the problems that face contemporary communities.

**Required Materials**
This class requires you to listen to podcasts, read blog posts, watch videos, and read journal articles or book chapters. Book chapters are available on Canvas, but students are responsible for locating all other class prep materials themselves. The course calendar provides a complete APA reference for each class prep assignment. All journal articles can be accessed via the UF Library website for free if accessed using campus WIFI or the UF VPN. **Students should never need to pay for access to class prep materials.** Links are provided for blogs and/or podcasts; however, sometimes links change, and those provided may be inactive at times; students are still responsible for locating and completing class prep materials using the APA reference if a link is broken. All podcasts can be accessed through any podcast app or web browser. In some cases, a full transcript is available if accessed Online (this is noted for you on the course calendar); students with disabilities needing a written transcript to complete the class prep assignment successfully should contact the instructor immediately for an alternate class prep assignment if a transcript is not available.

*Disclaimer:* On some occasions, the content of the class prep material may be provocative or biased in some way. This content was intentionally selected to facilitate

discussion and provoke critical thinking; this does not mean I support the ideas expressed or advocate for a particular set of beliefs and values.

**Communication Policy**
- **Email inquiries:** Please only contact me via Canvas or your UF email account. UF policies prohibit me from discussing your grade through any other email servers.
- I will respond to email inquiries within 24-48 hours during business days. Questions submitted during the weekend will be answered within 48 hours of the next business day.
- Email me your favorite meme or joke—you will get ten extra points if you do so by the end of the first week of class.
- **Virtual Office Hours (via Zoom):** Every Wednesday from 15:00 to 17:00h, and Thursday from 15:00 to 16:00h. To schedule an appointment, please visit: jorgerm.youcanbook.me.

**Grading**
Grades will be determined based on the following:

| Individually graded | |
|---|---:|
| Five Assignments (Each assignment is worth 50 pts) * | 250 points |
| Problem Paper (Full-Sentence outline: 20 pts; Draft: 50 pts; Final Version: 75 pts) | 145 points |
| Six In-class Discussions (Each Discussion is worth 20 pts) | 120 points |
| Peer assessments (Round I: 50 pts; Round II: 50 pts) | 100 points |
| Attendance (10 mandatory sessions, 7 pts each) | 70 points |
| Oral Presentation | 30 points |
| Group graded | |
| Interview Summary & Organizational Analysis (Interview Protocol: 25 pts; Final Report: 120 pts) | 145 points |
| Theoretical Comparison: Part I and Part II (70 pts each) | 140 points |
| | **1000 points** |

*Note: Assignment 6 is optional. If you decide to complete Assignment 6, then your lowest score will be dropped.

**Grade Ranges:**

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|---|---|
| A = 93.00% and above | C = 73.00-76.99% |
| A- = 90.00-92.99% | C- = 70.00-72.99% |
| B+ = 87.00-89.99% | D+ = 67.00-69.99% |
| B = 83.00-86.99% | D = 63.00-66.99% |
| B- = 80.00-82.99% | D- = 60.00-62.99% |
| C+ = 77.00-79.99% | E = 59.99% and below |

Current UF grading policies, including grade points assigned per letter grade, can be found here: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

**Attendance & Make-up Work**
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

**Policy Regarding Late Work**
All assignments must be submitted via Canvas by the date and time indicated on the course calendar and Canvas. Late work is accepted at the course instructor's discretion and will only be approved in cases consistent with the university policies found above.

**APA Formatting Guidelines**
Use the APA Style Guide, 7th Edition, to complete all assignments and tasks in this course. Use proper APA formatting for all components of an assignment, including in-text citations, tables, figures, appendices, section headings, titles, abstracts, and references. The FYCS Department has chosen to use the Professional title page guidelines, *not the student title page format.* Guidelines for formatting can be found in:

*Publication Manual of the American Psychological Association* (7 ed.). (2019). Washington, DC: American Psychological Association.

*Note:* There are many citation generators and APA guides available online. While these can be good resources, they often produce citations that are incomplete or incorrectly formatted. If you use a citation generator for your work, it would be wise to review the references to ensure they are formatted correctly before submitting your assignment. *The only source that ensures 100% compliance with APA is the APA Style Guide itself.*

**Troubleshooting Technical Issues**
Students should contact the UF Help Desk at 352-392-HELP/4357 or helpdesk@ufl.edu with all technical issues. Some issues may be resolved using resources on the Help Desk website: helpdesk.ufl.edu. Do not contact the instructor or TA to help you solve a technical issue. If a technical issue impedes your ability to submit an assignment on time, email the instructor explaining the situation and provide your UFIT ticket number (assigned to you by the Help Desk). Accommodations will not be made for technical issues unless a UFIT ticket number is provided.

**Students with Disabilities**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is essential for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

**Policy Regarding Testing Accommodations**
- Any student who requires testing accommodations must follow university procedures for securing the accommodations. Please see https://www.dso.ufl.edu/drc/students for information on accessing resources and setting up accommodations.
- Students who require testing accommodations should follow DRC policy for making an appointment to take the test(s) at the DRC. Do not assume that I can provide additional assistance for testing needs. If you fail to follow through on making arrangements with the DRC to take a test, you will take the test with the rest of the class and will be given the same amount of time to take the test as the rest of the course.

**Policy Regarding Privacy in Online Class Sessions**
Any Online class sessions may be audio-visually recorded for students in the class to refer back to and for enrolled students who cannot attend live. Students who participate with their camera engaged or utilize a profile image agree to have their video or image recorded.  If you are unwilling to consent to recording your profile or video image, keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally agree to have their voices recorded.  If you are not willing to consent to have your voice recorded during the course, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.

**In-Class Recording Policy**
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the University, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such

as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**Online Course Evaluations**
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

**Academic Honesty Policy:**
As a student at the University of Florida, you have committed yourself to upholding the Honor Code, which includes the following pledge: "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*" You are expected to exhibit behavior consistent with this commitment to the UF academic community. On all work submitted for credit 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*."

**Moreover, academic honesty includes, for specific assignments such as exams, essays, discussions, and papers, abstaining from using text written by a generation system and presenting it as one's own work (e.g., entering a prompt into an artificial intelligence tool and using the output in an assignment).**

(a) Cheating. A Student shall not use or attempt to use unauthorized materials or resources in any academic activity for academic advantage or benefit. Cheating includes but is not limited to:

1. Using any materials or resources prepared by another person or Entity without the other person or Entity's express Consent or without proper attribution to the other person or Entity.

Entity defined as: This includes but is not limited to generative artificial intelligence, large language models, content generation bots, or other non-human intelligence or digital tools.

It is assumed that you will complete all work independently in each course unless the instructor explicitly permits you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to the appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the student honor code, please see: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

**About ChatGPT and other AI-generated text systems**

**Notably, in this class, you are NOT allowed to use ChatGPT and other AI-generated text systems to conduct literature reviews, formally write the outline or body of the Problem Paper, develop and create responses for the Discussions or Assignments, generate answers for the Theoretical Comparisons, nor you can use the tools to construct responses for the Interview Summary and Organizational Analysis.**

Academic studies have shown that these tools do a poor and questionable job when summarizing evidence-based literature about a particular issue, presenting reliable and up-to-date statistics, synthesizing the body of knowledge supported by peer-reviewed studies, and providing relevant and trusted citations that support claims or arguments generated.

Below are three articles that discuss some of the issues and limitations of AI-generated text tools:

> Haman, M., & Školník, M. (2023). Using ChatGPT to conduct a literature review. *Accountability in Research*, 1-3. https://doi.org/10.1080/08989621.2023.2185514
>
> Najafali, D., Camacho, J. M., Reiche, E., Galbraith, L., Morrison, S. D., & Dorafshar, A. H. (2023). Truth or lies? The pitfalls and limitations of ChatGPT in

systematic review creation. *Aesthetic Surgery Journal*, sjad093. https://doi.org/10.1093/asj/sjad093

Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang, B. (2023). What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. *Smart Learning Environments*, *10*(1), 15. https://doi.org/10.1186/s40561-023-00237-x

You may utilize AI tools outside of class to get additional clarification on a concept that might have been confusing. However, I encourage you to be a critical consumer of output generated by these tools and employ a fair degree of skepticism about the accuracy of the information presented. You may also use AI tools to proofread (after providing detailed instructions), informally brainstorm key ideas about a particular issue or problem, and classify and organize input data.

**Campus Helping Resources**
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the University's resources. The following resources are available at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

*Health and Wellness Resources*
- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.
- *University Police Department*: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

*Academic Resources*
- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services *career.ufl.edu/.*
- *Library Support*: cms.uflib.ufl.edu/ask various ways to receive assistance concerning using the libraries or finding resources.

- *Teaching Center*: Broward Hall, 352-392-2010, or to make an appointment 352-392-6420. General study skills and tutoring. teachingcenter.ufl.edu/
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/
- *Student Complaints On-Campus*: sccr.dso.ufl.edu/policies/student-honor- code-student-conduct-code/
- *On-Line Students Complaints*: distance.ufl.edu/student-complaint-process.

## Course Schedule[1]

| Week | Topics and Modules | Deliverables and Due Dates | Format |
|---|---|---|---|
| **1** Jan 8-Jan 14 | Introductions and Syllabus Review<br><br>What is Community? | • Introduction form (Fri. Jan 12 @ 11:59 PM) | Session #1:<br><br>Tue. Jan 9; Period 8 – 9 (3:00 PM - 4:55 PM)<br><br>Session #2:<br><br>Thurs. Jan 11; Period 9 (4:05 PM - 4:55 PM) |
| **2** Jan 15-Jan 21<br><br>***Holiday: Martin Luther King, Jr.: Jan 15 *** | Schools & Communities | • Discussion Board "Choose Your Project Topic!" (Fri. Jan 19 @ 11:59 PM) | Session #3:<br><br>Tue. Jan 16; Period 8 – 9 (3:00 PM - 4:55 PM)<br><br>Session #4:<br><br>Thurs. Jan 18; Period 9 (4:05 PM - 4:55 PM) |

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[1] The instructor reserves the right to change the syllabus at any time. Any changes will be announced during class and on Canvas.

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| **3** | Jan 22-Jan 28 | Families, Children & Youth in Communities | • Discussion 1 RQs (Mon. Jan. 22 @ 11:59 pm) | Session #5:<br><br>Tue. Jan 23; 3:00 PM - 4:55 PM<br><br>Session #6<br><br>Thurs. Jan 25; Period 9 (4:05 PM - 4:55 PM) |
| **4** | Jan 29-Feb 4 | **No Module Assigned for this week. Use this week to meet with your team and work on the Problem Paper Outline | • Problem Paper: Full-sentence outline (Fri. Feb 2 @ 11:59 PM) | Asynchronous<br><br>Drop-in Session #1 (optional):<br><br>Tue. Jan 30; 3:00 PM - 4:55 PM<br><br>Drop-in Session #2 (optional):<br><br>Thurs. Feb 1; Period 9 (4:05 PM - 4:55 PM) |
| **5** | Feb 5-Feb 11 | Social Networks and Social Capital | • Assignment 1 (Fri. Feb 9 @ 11:59 PM) | Asynchronous |
| **6** | Feb 12-Feb 18 | Social Inclusion/Exclusion and Human Capital | • Discussion 2 RQs (Mon. Feb 12 @ 11:59 PM)<br>• Draft Interview Questions (Fri. Feb 16 @ 11:59 PM) | Session #7:<br><br>Tue. Feb 13; 3:00 PM - 4:55 PM<br><br>Session #8:<br><br>Thurs. Feb 15; Period 9 (4:05 PM - 4:55 PM) |
| **7** | Feb 19-Feb 25 | Multiculturalism in Communities and Cultural Capital | • Assignment 2 (Fri. Feb 23 @ 11:59 PM) | Asynchronous |

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| 8 | Feb 26-March 3 | Creating Inclusive Communities and Physical Capital | • Discussion 3 RQs (Mon. Feb 26 @ 11:59 PM) | Session #9:<br><br>Tue. Feb 27; 3:00 PM - 4:55 PM<br><br>Session #10:<br><br>Thurs. Feb 29; Period 9 (4:05 PM - 4:55 PM) |
| 9 | March 4-March 10 | Conflict Theories (Theoretical Perspectives I) | • Problem Paper: Individual Draft (Fri. Mar 8 @ 11:59 PM) | Asynchronous |
| 10 | March 11-March 17 | SPRING BREAK | | |
| 11 | March 18-March 24 | Symbolic Interactionism (Theoretical Perspectives II) | • Discussion 4 RQs (Mon. March 28 @ 11:59 pm) | Session #11:<br><br>Tue. Mar 19; 3:00 PM - 4:55 PM<br><br>Session #12:<br><br>Thurs. Mar 21; Period 9 (4:05 PM - 4:55 PM) |
| 12 | March 25-March 31 | Political Capital and Structural Functionalism (Theoretical Perspectives III) | • Assignment 3 (Fri. Mar 29 @ 11:59 PM) | Asynchronous |
| 13 | April 1-April 7 | Social Psychological Theory (Theoretical Perspectives IV) | • Discussion 5 RQs (Mon. Apr 1 @ 11:59 pm)<br>• Theoretical Comparison Part I (Fri. Apr 5 @ 11:59 PM) | Session #13:<br><br>Tue. Apr 2; 3:00 PM - 4:55 PM<br><br>Session #14:<br><br>Thurs. Apr 4; Period 9 (4:05 PM - 4:55 PM) |

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| **14** | April 8-April 14 | **No Module Assigned for this week. Use this week to work on the Final Version of the Problem Paper, Problem Analysis & Solutions Report, and Final Presentation Slides** | • Assignment 4 (Fri. Apr 12 @ 11:59 PM)<br>• Problem Paper: Final (Fri. Apr 12 @ 11:59 PM)<br>• Peer Evaluation: Round I (Fri. Apr 12 @ 11:59 PM) | Asynchronous |
| **15** | April 15-April 21 | Environmental Capital and Community Sustainability<br><br>Oral Presentations (Groups 1, 2 and 3; 15 minutes per group) – Apr 18 | • Discussion 6 RQs (Mon. Apr 15 @ 11:59 pm)<br>• Slides (Wed. Apr 17 @ 11:59 PM) | Session #15:<br><br>Tue. Apr 16; 3:00 PM - 4:55 PM<br><br>Session #16:<br><br>Thurs. Apr 18; Period 9 (4:05 PM - 4:55 PM) |
| **16** | April 22-April 28<br><br>**\*\*\*Reading days: April 25 and 26; No Class\*\*\*** | Oral Presentations (Groups 4-8; 15 minutes per group) – Apr 23 | • Interview Summary & Organizational Analysis (Wed. April 24 @ 11:59 pm)<br>• Assignment 5 (Wed. Apr 24 @ 11:59 PM)<br>• **OPTIONAL** Assignment 6 (Wed. April 24 @ 11:59 pm) | Session #17:<br><br>Tue. Apr 23; 3:00 PM - 4:55 PM |
| **17** | April 29-May 5 | | • Theoretical Comparison Part II (Mon. Apr 29 @ 11:59 PM) | Asynchronous |

| | | • Peer Assessment: Round II (Mon. Apr 29 @ 11:59 PM) | |
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**Summary of Scheduled Sessions**

| Week | Session: Date & Time | Will attendance be taken? |
|:---:|:---:|:---:|
| 1 | **Session #1:**<br><br>**Tue. Jan 9; Period 8 – 9 (3:00 PM - 4:55 PM)** | **Yes** |
| 1 | **Session #2:**<br><br>**Thurs. Jan 11; Period 9 (4:05 PM - 4:55 PM)** | No |
| 2 | **Session #3:**<br><br>**Tue. Jan 16; Period 8 – 9 (3:00 PM - 4:55 PM)** | **Yes** |
| 2 | **Session #4:**<br><br>**Thurs. Jan 18; Period 9 (4:05 PM - 4:55 PM)** | No |
| 3 | **Session #5:**<br><br>**Tue. Jan 23; 3:00 PM - 4:55 PM** | **Yes** |
| 3 | **Session #6**<br><br>**Thurs. Jan 25; Period 9 (4:05 PM - 4:55 PM)** | No |
| 4 | **Drop-in Session #1 (optional):**<br><br>**Tue. Jan 30; 3:00 PM - 4:55 PM** | No |
| 4 | **Drop-in Session #2 (optional):**<br><br>**Thurs. Feb 1; Period 9 (4:05 PM - 4:55 PM)** | No |
| 6 | **Session #7:** | **Yes** |

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| | **Tue. Feb 13; 3:00 PM - 4:55 PM** | |
| 6 | **Session #8:**<br><br>**Thurs. Feb 15; Period 9 (4:05 PM - 4:55 PM** | No |
| 8 | **Session #9:**<br><br>**Tue. Feb 27; 3:00 PM - 4:55 PM** | **Yes** |
| 8 | Session #10:<br><br>Thurs. Feb 29; Period 9 (4:05 PM - 4:55 PM) | No |
| 11 | **Session #11:**<br><br>**Tue. Mar 19; 3:00 PM - 4:55 PM** | **Yes** |
| 11 | Session #12:<br><br>Thurs. Mar 21; Period 9 (4:05 PM - 4:55 PM) | No |
| 13 | **Session #13:**<br><br>**Tue. Apr 2; 3:00 PM - 4:55 PM** | **Yes** |
| 13 | Session #14:<br><br>Thurs. Apr 4; Period 9 (4:05 PM - 4:55 PM) | No |
| 15 | **Session #15:**<br><br>**Tue. Apr 16; 3:00 PM - 4:55 PM** | **Yes** |
| 15 | **Session #16:**<br><br>**Thurs. Apr 18; Period 9 (4:05 PM - 4:55 PM)** | **Yes** |
| 16 | **Session #17:**<br><br>**Tue. Apr 23; 3:00 PM - 4:55 PM** | **Yes** |