**SOCI 101-004: INTRODUCTION TO SOCIOLOGY Fall 2017**

UNIVERSITY OF NEBRASKA-LINCOLN

Lectures: Burnett 115 M/W 10:30-11:20; Recitation F 10:30-11:20

**Dr. Kelsy Burke**

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Office Hours: M/W 11:30-12:30 or by appointment

**COURSE OVERVIEW**

**Description:** In this course, we will investigate connections between our personal experiences and our social environment, what C. Wright Mills calls the “sociological imagination.” You will be introduced to the discipline of sociology—what sociologists study, how they study it, and what they find. You will learn what theories sociologists use to explain social trends—such as those related to crime, health, and education—and you will learn how to interpret data, like the statistics presented in online articles shared on your Facebook feed. You will learn and be encouraged to think critically about social categories like gender, race/ethnicity, social class, and families. Together, we will explore the world around us through a sociological lens.

**Objectives:** Following the completion of this course, students will be able to:

* Demonstrate understanding of fundamental sociological theories and concepts
* Explain the relationship between self and society and how selves are socially constructed
* Critically evaluate and understand the way social institutions shape our lives, behaviors, and interactions with others
* Apply scientific principles to understand the social world through understanding of the process of sociological research
* Evaluate the quality of scientific methods and data
* Identify how social factors contribute to social inequalities
* Use sociological knowledge to inform policy and to promote understanding

**Required Electronic Texts:**

**Henslin, James. (2016). *Sociology: A Down to Earth Approach* (13th Edition). Upper Saddle River: Pearson. ISBN: 9780134658445.**

Note: We use a digital product (Revel) for this text that must be purchased from the University Bookstore or Pearson Publishing. This text comes with 2 web-based applications (apps) – Revel and Learning Catalytics. Revel allows you to take “self-check” quizzes and graded quizzes. Revel also allows you can access the text through any mobile device or computer. There are numerous computer labs on campus (including in the Sociology department). Learning Catalytics allows in-lecture participation using any web-based device.

There are **additional required readings that will be posted to Canvas** under the appropriate module—those readings are marked (Canvas) in the course schedule.

**Weekly Format:** The *Introduction to Sociology* course will usually consist of lectures on Mondays and Wednesdays, and a recitation on Fridays. Class will be interactive and demanding; do the reading before class and expect to take notes during class. Our class will be a community focused on supporting each other’s learning. We will do this by being on time, staying until the end of class, and staying alert during class.

For lectures, students will respond to questions during class through the electronic participation tool, **learning catalytics**, thus you will have opportunities to demonstrate your knowledge in class. VERY IMPORTANT: All students are required to bring to class and use any form of electronic/wireless device that has the ability to access the internet. If you need a device go to this link: <http://its.unl.edu/t3/computer-labs-equipment-checkout>. Please note also the laptop policy noted on page 5 of syllabus.

The purpose of recitation is to do Sociology by applying theories, concepts, and critical analysis of data and research. Students will discuss lectures and readings plus do activities designed to reinforce key ideas. Each student will be assigned to a recitation group led by a Recitation Instructor. We will list recitation sections on Canvas.

**Recitation instructors:**

**\***Note: All registered students are assigned a recitation class by default

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name:** | Brian Tussey | Mazen Sarwar | Kayla Smith | Jessica Morrow | Kara Brant |
| **Section #** | TBA | TBA | TBA | TBA | TBA |
| **Office # in Oldfather Hall** | 408 | 406 | 405 | 735 | 728 |
| **Office Hours** | Th 9-11 | M 12-2 | W/F 9:30-10:20 | M/W 9-10, 11:30-12:30 | Th 1-3 |
| **Email** | Brian.tussey@huskers.unl.edu | msarwar@huskers.unl.edu | ksmith47@unl.edu  | jessica.morrow@huskers.unl.edu | karabrant@unl.edu |
| **Recitation location** | TBA | TBA | TBA | TBA | TBA |

**Achievement Centered Education (ACE) Designation:** As an Achievement-Centered Education (ACE) certified class, *Introduction to Sociology (SOCI 101)* will facilitate Learning Outcome #6 (using knowledge, theories, methods, and historical perspective appropriate to the social sciences to understand and evaluate human behavior. ACE learning outcomes will be assessed by assignments, activities, writing exercises and exams. This class will:

* Provide opportunities to increase your knowledge of an individual’s relationship with society, key sociological theories, prevalent patterns of inequality, and sociological perspectives on primary institutions through lectures, discussions, readings, projects and multimedia; and
* Offer opportunities to acquire knowledge relevant to understanding patterns of human behavior.

**Canvas:** The Canvas portal will be used for posting of syllabi, supplementary reading materials, grades, and other important course information and updates. Make sure you receive notifications for messages sent through its email/messaging system as this is how I will regularly communicate with the class. You will also hand in many assignments and complete exams in Canvas.

**COURSE REQUIREMENTS**

**Overview of Grades:**

|  |  |  |
| --- | --- | --- |
|  | Possible Points | Percent of Grade |
| Exams 1-4 @ 100 points each | 400 | 40 |
| Chapter Quizzes using REVEL (12 @ 15 points) | 180 | 18 |
| Discussion Posts (6 @ 10 points) | 60 | 6 |
| Short Essays (2 @ 20 points) | 40 | 4 |
| Media Analysis Paper (MAP) Assignment | 100 | 10 |
| Office Visit | 20 | 2 |
| Recitation Participation (10 @ 20 points each) | 200 | 20 |
| **Total**  | **1000** | **100%**  |

**Grading Scale:** A+ 97-100% (970-1000 pts) C+ 77-79% (770-790 pts)

 A 93-96% (930-960 pts) C 73-76% (730-760 pts)

 A- 90-92% (900-920 pts) C- 70-72% (700-720 pts)

 B+ 87-89% (870-890 pts) D+ 67-69% (670-690 pts)

 B 83-86% (830-860 pts) D 63-66% (630-660 pts)

 B- 80-82% (800-820 pts) D- 60-62% (600-620 pts)

 F 0-59% (0-590 pts)

*Note: For majors and minors, passing this course requires getting a C (73%) or higher.*

**Exams:** There are a total of **four (4) examinations for this course**. The format will be multiple choice. All exams are closed book/no notes. Each exam will cover specific topics taught during the semester. All exams will be administered on-line at the Digital Learning Center (DLC), which is located in the Adele Coryell Hall Learning Commons. You will have a seven (7) day window during which to take the exam. You must present your UNL Student ID to enter the testing center and take an exam. For Fall 2017 Semester Hours (applicable to the course testing windows) go to link: <http://its.unl.edu/dlc/about-us#hours>

You have multiple attempts to take Exams 1-3. See the instructors if you earn a lower score than you desire on your first attempt. Students who review their first score with the instructor do SUBSTANTIALLY BETTER on subsequent attempts. Each exam attempt involves a random sample of 50 questions from a larger test bank (over 100 questions). Students are only allowed to attempt an exam once per calendar day (24 hours) within scheduled timeframe.

*Exam Procedures*: Exams for this course will be taken under electronic supervision at Digital Learning Center, which is located in the Adele Coryell Hall Learning Commons. You will take the exam on a computer using a Canvas exam tool. Before you begin an exam, you must place your personal items in your pre-assigned locker and check-in with Digital Learning Center staff at the front desk. When you have completed your exam, you must check-out at the front desk.

*Exam Guidelines*:

* All testing times are pre-scheduled by students. All students are responsible for self sign-up and early sign-up is recommended. Time slots fill up quickly.
* All students are required to have their current N-Card to test. Other forms of ID will not be accepted as a substitute for N-Cards. DLC staff reserve the right to ask for a second ID if needed for identity verification.
* All students will receive two pieces of barcoded scratch paper for their exam. This paper will be scanned in to students upon check-in and scanned out upon check-out.
* Only permitted items are allowed at your computer station during testing, including your N-Card, DLC provided barcoded scratch paper, and writing utensils. Nothing else is allowed at your computer station unless your instructor has made prior arrangements with the DLC.
* All exams must be submitted for grading at the posted closing time. Students will not be given additional time to finish their exams past the posted closing time.

*Exam Schedules:* To schedule your exam, please visit <http://dlc-reserve.unl.edu>. For more information about the Exam Commons location, operating hours and student guidelines, please visit <http://dlc.unl.edu>.

*Make-up Exams* are only allowed under **extreme circumstances**, **and at the instructor’s discretion**. Students must also provide documentation for medical emergencies. Make-up exams may be different from the exam administered at the Testing Center (for example, essay format).

**Chapter Quizzes**:For each assigned chapter, there is a reading quiz you will complete through the **Revel** interactive media application for the textbook. You will learn about revel on 8/25/2017. Do quizzes early and look up answers in the chapter – **these are open book quizzes.** All quizzes must be done the morning before class begins (10:29am) on the due date to receive credit. Your quiz grade is worth 180 points (or 12 quizzes with perfect scores)—you can complete 13 quizzes to make up points or receive extra credit.

**Discussion Posts**:There are 8 scheduled opportunities to write discussion posts on Canvas to practice sociological thinking and respond to a question prompt—**students must write a total of 6** that will be graded by recitation instructors. A grading rubric and detailed instructions will be discussed in class and are available on Canvas.

**Short Essays**:There are 3 scheduled opportunities to write short essays responding to a question prompt to showcase their interpretation and application of sociological ideas—**students must upload to Canvas a total of 2 essays** that will be graded by recitation instructors. A grading rubric and detailed instructions will be discussed in class and are available on Canvas.

**Final Paper Assignment: *Media Analysis Paper (MAP)***: Students will write an analysis integrating journal articles, chapter content, and a documentary. There are two stages to this assignment: a draft Students are required to submit a draft and a final version in Canvas where the paper will be checked using “Turn It In” (an online plagiarism detection tool) to ensure that there is academic integrity. The paper should be a comprehensive answer to a question about the topic and include your application of sociological theory and evidence. A grading rubric and detailed instructions will be discussed in class and are available on Canvas.

**Office Visit with Instructor (Professor or TA):** Visiting office hours is often a new concept for students because it is not an expectation in most High Schools. The university requires all instructors to hold office hours to facilitate student success. Students can earn a small number of points (20) in this course by coming to office hours or making an appointment and introducing themselves to their professor or graduate teaching assistant (TA) by September 29. Students visit instructors for a variety of reasons to support their total education experience. For example, students visit office hours to: ask questions, seek guidance on early drafts of essays/papers, review information that is not clear, find out topics that they failed on exams, tell instructors about information that they might find relevant to the course, to disagree with instructors, to learn why their instructor is dedicated to their subject, to let instructors know about barriers in the class to their learning (e.g. disruptive students), provide ideas to improve the course, ask for help finding internships, to explore becoming a major, to discuss career plans, for a reference for a job, internship, or graduate school, plus more. To learn more about the benefits of going to office hours at least once, see: <http://cas.unl.edu/undergrad-success-plan>

**Recitation Participation**: You will be assigned a recitation section and are expected to attend Friday recitation every week. For every recitation other than exam reviews, students will have the opportunity to receive 20 participation points from graded assignments and activities.

**EXPECTATIONS AND COURSE POLICIES**

All students are expected to **come to class prepared and on time**: this means you have completed the assigned reading(s) by the date it is listed in the syllabus. When you are in class, you are expected to **focus on the course material at hand**. If you are distracted or distracting, an instructor may ask you to leave.

**Email** is the best way to get in touch with me. I will respond within 24 hours during the week so long as you follow basic email etiquette. This means your message includes a subject, has a proper greeting (e.g. Hi Dr. Burke,), follows rules of standard written English, and has a closing (e.g. Thank you,). Messages that do not follow these guidelines may not receive a reply.

**Students who have conflicts due to representing the university** (e.g. Band, Athletics, Theatre)needto submit official written documentation from the organization leader (e.g. director, coach) (highlighting your schedule) during the first two weeks of class. If your schedule conflicts with an assignment due date or an exam window, you must inform the Instructor and Recitation Instructor via email about this conflict at least 2 weeks in advance, in order for a new assignment or exam date to be scheduled. Students who miss recitation graded activities due to university related travel with an organization are allowed to make up missed exercises. Please note that make-up assignments or exams may vary from those originally given.

Unless already approved by the instructor, **late assignments** will not be accepted.

You are **not able to take an exam early or late**, except for extreme emergencies. You are expected to notify me as soon as possible (ideally, in advance) and provide documentation. Travel over break or at the end of the semester is not considered an emergency.

If you are **worried about your grade**, talk to me well before the end of the semester. I encourage you to meet with me early and often. If you are unsure of your grade, please calculate points using Canvas before asking an instructor. **Grade checks/reports** for student athletes, scholarships, Greek society membership, etc. are handled in person by appointment with your Recitation Instructor.

If you believe **an error was made in grading an assignment or exam**, you may address the situation in a type-written memo within 48 hours of receiving your grade. For a request to be considered, you must provide relevant evidence that warrants re-grading. Please note that re-grading means that the grade on the assignment or examination may increase, not change at all, or decrease. **The score on the re-graded assignment or examination will then be considered the student’s final score.** Requests for re-evaluation of re-graded assignment or examination will not be accepted. If a student is not satisfied with the response to a request for re-evaluation of an assignment or examination grade, the student may contact the chair of the Undergraduate Program in Sociology, in writing, to detail the complaint. Please note, however, that the chair of the Undergraduate Program should be contacted only after a student has submitted a request for re-evaluation, as explained in the above paragraph, and only in the case that the student is unsatisfied with the Recitation’s and/or Instructor’s response to the initial request.

By attending this class, you agree to the UNL **student code of conduct** (<http://stuafs.unl.edu/dos/code>)*.* It is your responsibility to know what constitutes academic dishonesty. The penalty for the first act of academic dishonesty will be an automatic failing grade on the assignment or exam.  A second offense will result in automatic failure of the entire course.  Students committing academic dishonesty may also be subject to additional university disciplinary sanction.

**Americans with Disabilities Act**: Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY. For further information regarding UNL policies in this regard, please visit <http://www.unl.edu/equity/> or call (402) 472-2322.

The closest **gender-neutral bathroom** to Burnett Hall is Andrews Hall 104, 133, 138. See other gender-neutral bathrooms on campus at [involved.unl.edu/unl-gender-neutral-bathrooms](http://involved.unl.edu/unl-gender-neutral-bathrooms).

There is a **lactation space** in Burnett 76. Additional information about lactation spaces is available at <http://www.unl.edu/chancellor/policymemoranda/20090901-Lactation-Policy>.

**Course Outline and Schedule #1:**

**Quizzes Due most Monday mornings before class begins.**

All readings should be completed before class on the day they are assigned. This schedule is subject to changes based on our movement through the material. You will be informed of all changes in class in advance.

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| --- | --- | --- | --- |
| Day | Date | Topic | Reading/Assignments/Exams |
| M | 8/21 | What is sociology? | Review Canvas and course syllabus |
| W | 8/23 | Ch 1: Sociological Perspective | C.W. Mills essay (Canvas Module Ch 1-4) |
| F | 8/25 | Revel & Learning Catalytics | (Discussion Post due-*required*) |
| M/W | 8/28-30 | Ch. 2 Culture | Ch. 1 & 2 (Revel Quizzes both chapters due) |
| **F** | **9/1** | **Reci # 1** |  |
| M | 9/4 | LABOR DAY  | LABOR DAY |
| W | 9/6 | Ch. 3 Socialization | Ch. 3 (Revel Quiz and Discussion Post due) |
| **F** | **9/8** | **Reci # 2** |  |
| M/W | 9/11-13 | Ch.4 Social Structure & Interaction | Ch. 4 (Revel Quiz & Discussion Post due) |
| **F** | **9/15** | **Reci # 3 (Review)** | **EXAM 1 opens SUNDAY @1pm (Ch. 1-4)\*** |
| M/W | 9/18-20 | Ch. 5 Research Methods  | Ch. 5 (Revel Quiz due) |
| **F** | **9/22** | **Reci # 4**  | **EXAM 1 ends SUNDAY @5pm** |
| M/W | 9/25–9/27 | Ch. 5 Research Methods | (Short Essay due) |
| **F** | **9/29** | **Reci # 5** |  |
| M/W | 10/2-4 | Ch. 6 Societies & Social Networks | Ch. 6 (Revel Quiz and Discussion Post due) |
| **F** | **10/6** | **Reci # 6** |  |
| M/W | 10/9-11 | Ch 8 Deviance & Social Control | Ch. 8 (Revel Quiz and Discussion Post due) |
| **F** | **10/13** | **Reci # 7 (Review)**  |  |
| M | 10/16 | FALL BREAK | FALL BREAK |
| W | 10/18 | Ch. 10 Social Class  | Ch. 10 (Revel Quiz and Short Essay due) |
| **F** | **10/20** | **Reci # 8** | **EXAM 2 opens tomorrow @1pm (Ch. 5, 6, 8)** |
| M/W | 10/23-25 | Ch. 11 Sex & Gender  | Ch. 11 (Revel Quiz and Discussion Post due) |
| **F** | **10/27** | **Reci # 9** | **EXAM 2 ends tomorrow @5pm** |
| M/W | 10/30-11/1 | Ch. 12 Race & Ethnicity | Ch. 12 (Revel Quiz and Discussion Post due) |
| **F** | **11/3** | **Reci # 10**  |  |
| M/W  | 11/6-8 | Career Services; Review RCG | (Short Essay due; MAP video on your own) |
| F  | **11/10** | **Reci #11 (Review)**  | **EXAM 3 opens tomorrow @1pm (Ch. 10-12)** |
| M/W | 11/13-15 | Ch. 19 Health & Medicine  |  Ch. 19 (Revel Quiz due) |
| **F** | **11/17** | **Reci # 12** | **EXAM 3 ends tomorrow @5pm** |
| M | 11/20 | MAP work time w/ support | (Draft MAP paper **due 5:00pm**) |
| W/F | 11/22-24 | THANKSGIVING | THANKSGIVING |
| M/W | 11/27-29 | Ch. 17 Education | Ch. 17 (Revel Quiz and Discussion Post due) |
| **F** | **12/1** | **Reci # 13** |  |
| M/W | 12/4-6 | Ch. 16 Family | Ch.16 (Revel Quiz and MAP final due) |
| **F** | **12/8** | **Reci # 14 (Review)** | **EXAM 4 opens tomorrow @1pm (Ch. 16,17,19)** |
| **TH** | **12/14** |  | **EXAM 4 ends @ 10pm** |

\*DLC Testing Center is closed for home football game (Sat. Sep 16 and 23)

**Note:** Exam 1 (4 attempts); Exam 2 (3 attempts); Exams 3 (2 attempts) and Exam 4 (1 attempt)

**Course Outline and Schedule #2:** (All assignments, unless otherwise noted, are due by 10:29am CST)

|  |  |  |
| --- | --- | --- |
| **Activities**  | **Due Dates** | **Portal** |
| Discussion Post #1 (*required*) | Aug. 25 | Canvas |
| Quizzes: Chapter 1 & 2 | Aug. 28  | Revel |
| Quiz: Chapter 3 | Sept. 6  | Revel |
| Discussion Post #2  | Sept. 6  | Canvas |
| Quiz: Chapter 4 | Sept. 11 | Revel |
| Discussion Post #3 | Sept. 11  | Canvas |
| **EXAM 1** | **Sept. 17-24** | **Canvas @ Testing Ctr**  |
| Quiz: Chapter 5  | Sept. 18  | Revel |
| Short Essay #1 | Sept. 25 | Canvas |
| Quiz: Chapter 6  | Oct. 2  | Revel |
| Discussion Post #4 | Oct. 2 | Canvas |
| Quiz: Chapter 8 | Oct. 9  | Revel |
| Discussion Post #5 | Oct. 9 | Canvas |
| Quiz: Chapter 10 | Oct. 18 | Revel |
| Short Essay #2 | Oct. 18 | Canvas |
| Quiz: Chapter 11 | Oct. 23 | Revel |
| Discussion Post #6 | Oct. 23 | Canvas |
| **EXAM 2** | **Oct. 21-28** | **Canvas @ Testing Ctr** |
| Quiz: Chapter 12 | Oct. 30 | Revel |
| Discussion Post #7 | Oct. 30 | Canvas |
| Short Essay #3 | Nov. 6 | Canvas |
| **EXAM 3** | **Nov. 11-18** | **Canvas @ Testing Ctr** |
| Quiz: Chapter 19 | Nov. 13  | Revel |
| Draft MAP paper | Nov. 20 | Canvas (5pm deadline) |
| Quiz: Chapter 17 | Nov. 27  | Revel |
| Discussion Post #8 | Nov. 27 | Canvas |
| Quiz: Chapter 16 | Dec. 4  | Revel  |
| Final MAP Paper  | Dec. 4th  | Canvas  |
| **EXAM 4** | **Dec. 9-14**  | **Canvas @ Testing Ctr** |

**Be a Sociology Major**

Sociology gives real-world skills that employers look for, including how to:

* Conduct research and analyze data
* Communicate skillfully
* Practice critical thinking
* View the United States and the world through a diverse and global perspective

Sociology is relevant for a wide range of careers, including:

* Human services: Counseling, advocacy, administration
* Criminal justice: Corrections, law enforcement, victims services
* Education: Teach (all levels), research, alumni relations
* Government: Statistics, demography, policy analysis, college
* Research: Data analyst, market research, BOSR
* Environment: Public policy, green-energy, non-profit
* Business: HR, management, sales, marketing, PR, computer science, networks
* Law: Logic, critical analysis, diverse perspective
* Medicine/Health: Sociology & medical training, MCAT, MPH
* Graduate school: Census, CDC, NSA, Colleges & Universities

A Sociology major includes:

* Individualized attention - personalized course and career advising
* Foundation Courses
	+ Introduction to Sociology, Theory, & Methods
* Foci Areas or Eclectic Paths
	+ Inequality, Family, Health, Research Methods, Crime & Deviance
* Electives
* Opportunities to work in a research lab & with researchers; see examples at <https://www.facebook.com/unlsoc>
* Opportunities to go to Sociology conferences and to be on the Sociology Undergraduate Advisory Board
* Community-based participatory research with local groups (e.g. through middle school afterschool programs)

Sociology is a flexible major/minor with opportunities for synergies with other disciplines:

* Combine with languages, math, computer science, global studies, etc.
* Earn money and practice research skills (USTARS, UCARE, REU – ask your advisor)
* Graduate with honors – do a senior thesis

Join our department and help us to do even more. Begin by meeting with Kara Brant, our advisor:

<http://soc.unl.edu/kara-brant>

**How Do I Know If a Sociology Major Is Right For Me?**

**You Just Might Be a Sociologist If...**

By [Nicki Lisa Cole](http://sociology.about.com/bio/Nicki-Lisa-Cole-126089.htm)

Updated September 04, 2015. Downloaded 8/16/2016 from:

<http://sociology.about.com/od/Sociology101/fl/How-do-I-know-if-a-sociology-major-is-right-for-me.htm>

“Is sociology the field for you too? If one or more of these statements describe you, then you just might be a sociologist.

1. You often find yourself asking why things are the way they are, or why traditions or “[common sense](http://sociology.about.com/od/C_Index/fl/Cultural-Hegemony.htm)” thinking persist when they don’t seem rational or practical.
2. People look at you like you’re nuts when you ask questions about the things that we typically take for granted, as if you’re asking a very stupid question, but to you it seems like a question that really needs to be asked.
3. People often tell you that you are “too critical” when you share your perspective on things like news stories, [popular culture](http://sociology.about.com/od/Disciplines/tp/The-Sociologists-Guide-to-Pop-Culture.htm), or even the dynamics within your family. Maybe they sometimes tell you that you take things “too seriously” and need to “lighten up.”
4. You are fascinated by popular trends, and you wonder what makes them so appealing.
5. You frequently find yourself thinking about the consequences of trends.
6. You like talking to people about what is going on in their lives, what they think about the world and the issues that course through it.
7. You like digging into data to identify patterns.
8. You find yourself concerned or angry about society-wide problems like [racism](http://sociology.about.com/od/R_Index/fl/Racism.htm), sexism, and wealth inequality, and you wonder why these things persist, and what can be done to stop them.
9. It upsets you when people blame individual victims of crimes, discrimination, or those who suffer the burdens of inequality rather than seeing and blaming the forces that do the damage.
10. You believe that humans have the capacity to make meaningful, positive changes to our existing world.

If any of these statements describe you, then talk to a fellow student or professor at your school about majoring in sociology. We'd love to have you.” **Can you add to this list?**