

**SOCI 101-005: INTRODUCTION TO SOCIOLOGY Fall 2016**  
DEPARTMENT OF SOCIOLOGY  
UNIVERSITY OF NEBRASKA-LINCOLN  
**Lectures: Teachers Hall 105 M/W 9:30-10:20; Recitation F 9:20-10:30**

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**Course Information**

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<b>Instructors:</b>	Dr. Julia McQuillan	Alexis Swendener	Jennifer Andersen	Raeda Andersen	Colleen Ray
<b>Section #</b>	SOC101 005	TBA	TBA	TBA	TBA
<b>Office # in Oldfather Hall</b>	709	408	405	730	406
<b>Office Hours</b>	M/W 10:30-11:30	Tues. 12:30-2:30	TBA	T/Th. 3:30-4:30	TBA
<b>Email</b>	<a href="mailto:jmcquillan2@unl.edu">jmcquillan2@ unl.edu</a>	<a href="mailto:aswendener@unl.edu">aswendener @unl.edu</a>	<a href="mailto:jenn.audrey@gmail.com">jenn.audrey@ gmail.com</a>	<a href="mailto:raeda.anderson@gmail.com">raeda.anderson @gmail.com</a>	<a href="mailto:colleen.ray18@gmail.com">colleen.ray18 @gmail.com</a>

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**Sociology Department Main Office:** 402.472.6164; **Credit:** 3; **Prerequisite:** None

- ❖ All registered students for this course are assigned a recitation class by default.

**Course Description:**

In this Introduction to Sociology (SOCI 101) course we will explore the study of human interactions that create and reflect societies, with an emphasis on social science research. Our investigation will be guided by what C. Wright Mill's called the "sociological imagination". Students will be introduced to theories, concepts, and research study findings examining social patterns linking individual experiences and social environments. This course will emphasize three broad theoretical frameworks (Functionalism, Symbolic Interactionism, and Conflict Theory), data interpretation, social science concepts and terminology.

Students will learn and be encouraged to think critically and sociologically on a vast array of societal issues concerning crime, families, health, race/ethnicity, gender and education. Together, we will explore the world around us through a sociological lens.

**Course Objectives:**

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

- Demonstrate understanding of fundamental sociological theories and concepts;
- Explain the process of sociological research.
- Discover and develop their own sociological imagination and apply it to societal issues;
- Understand the ways in which social institutions are interdependent.
- Explore how social factors contribute to social inequalities and efforts to create social change.
- Be able to appropriately use fundamental Sociological concepts and terminology to facilitate lifelong learning and application.

**Course Format:**

The *Introduction to Sociology* course will usually consist of lectures on Mondays and Wednesdays, and a recitation on Fridays. 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 blackboard.

### **Achievement Centered Education (ACE) Designation:**

The University of Nebraska-Lincoln seeks to provide quality education to all its students. To that end, it has designated certain classes as ACE certified. These classes provide and assess specific learning outcomes. As an ACE certified class, *Introduction to Sociology (SOC 101)* will facilitate Learning Outcome #6 (using knowledge, theories, methods, and historical perspective appropriate to the social sciences to understand and evaluate human behavior. 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.

ACE learning outcomes will be assessed by assignments, activities, writing exercises and exams.

### **Required Text:**

Henslin, James. (2016). *Sociology: A Down to Earth Approach* (13<sup>th</sup> Edition). Upper Saddle River: Pearson. ISBN: 9780134658445. The textbook can be purchased at the University Bookstore.

Note: This text comes with 2 free 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.

### **Blackboard:**

The Blackboard portal will be used for posting of syllabi, supplementary reading materials, outlines, grades, and other important course information and updates. If you have any limitations using Blackboard, notify us immediately, as computer access is a requirement of this class.

### **Course Requirements:**

Interactive Lectures: Actively engaging in class, completing assignments on time, attending office hours, and taking exams as many times as allowed (e.g. 4 attempts for the first exam) are key components to student learning and success in this class. 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. It is important to complete the readings and (OPEN BOOK) REVEL quizzes before class. 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.** We trust that students will be mature enough and have a deep enough commitment to their education that they will use their devices only for engaging in class activities. If you need a device go to this link: <http://its.unl.edu/t3/computer-labs-equipment-checkout>.

Recitation attendance is required and will involve graded assignments and activities.

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 2016 Semester Hours (applicable to the course testing windows) go to link: <http://news.unl.edu/newsrooms/unltoday/article/digital-learning-center-opens-in-love-library/>

THE EXAMS AS MANY TIMES AS ALLOWED. 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 (not 24 hours) within scheduled timeframe.

Please note the following procedures and guidelines for taking exams at the DLC:

*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. All testing times are pre-scheduled and exams will be completed on a computer. 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 students are required to complete a chapter quiz. The quizzes are part of the **revel** interactive media application for the textbook. You will learn about revel on 8/22/2016. DO quizzes early and look up answers in the chapter – **these are open book quizzes**. All quizzes must be done before the due date to earn any credit.

*Essay Assignments:* Students will write 6 short graded SHARED essays to practice using Sociological thinking using the REVEL software program. These short essays will be graded by recitation instructors. Students will also write 2 longer essays focused on using knowledge that will be in the REVEL software program and auto-graded.

*Final Paper Assignment: Media Analysis Paper (MAP)* – students will write a paper based upon applying journal articles and chapter content to of a film (movie), radio broadcast, or video presentation. Students are required to submit a draft and a final version. There will be a detailed rubric outlining the expectations for the assignment. The assignment will be checked using “safe assign” 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, your own reflection about how the media depicts the concepts and perspectives of sociology. Paper should be between four (4) to six (6) double spaced pages in length (12 font), 1 inch around all margins. The assignment will be submitted through blackboard. Details will follow.

**Late Quizzes and Assignments:** All assignments are submitted electronically and therefore have day and time stamps. Be sure to submit assignments on time for credit. For any technical difficulties, be sure to keep emails and/or “ticket” numbers from the support staff.

Office Visit with Instructor: 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 15/1000 in this course by coming to office hours or making an appointment and introducing themselves to their instructor before September 31, 2016. Students visit instructors for a variety of reasons to support their total education experience (see the link below from the college web page). 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>

**Students who have conflicts due to representing the university (e.g. Band, Athletics, Theatre):**

If you will have university related class conflicts, you need to 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.

**Assessments and Associated Points:**

	Possible Points	Percent of Grade
Exams 1-4 @ 100 points each	400	40
Chapter Quizzes using REVEL	195	19.5
Brief shared essay (6 @ 10 points)	60	6
Brief individual essays auto-graded (2 @ 20 points)	40	4
Media Analysis Paper (MAP) Assignment	150	15
Office Visit <sup>a</sup>	15	1.5
Recitation (14) @ 10 points each	140	14
<b>Total</b>	<b>1000</b>	<b>100%</b>

<sup>a</sup>The first office visit must be on or before September 31, 2016. The meeting can be with either Dr. McQuillan or your Recitation Instructor.

The following grading scale shows the letter grade associated with percentages students earn:

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

**Note:** Passing this course requires getting a C (73%) or higher for majors and minors.

**Grade Check Request:**

Grade checks/reports for student athletes, scholarships, Greek society membership, etc. are handled in person by appointment with your Recitation Instructor.

**Requisition for Re-evaluation of Assignments & Exams:**

If a student believes an error was made in the assignment of his/her grade on a particular assignment they may address the situation in a type-written memo. For assignments and examinations, if a student believes there was more than one correct answer for a question or points were deducted in error they may submit, **via email**, a report detailing the error within 48 hours of assignment or exam date. For a request to be considered the student must provide relevant evidence from the assigned readings and/or lecture notes in support of the claim. 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.

**Students with Disabilities:**

In accordance with the University policy, if a student has a documented disability and requires accommodations to obtain equal access in this course, he/she should contact the Instructor via email as soon as possible and make this need known. 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, you must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY. Please contact the Service for Students with Disabilities (SSD) office as soon as possible to have them advance the paperwork to the instructor in a timely manner.

**Course Conduct:**

We place a high value on respectful conduct in the classroom, representing diversity and acknowledging different opinions and experiences. As a student, classroom conduct respectful to both the instructor and your classmates covers a range of areas that most of you are familiar with. Here are some examples of expectations to support the best learning environment for everyone:

- ✓ arrive in class on-time - late arrivals make it hard to hear the instructor
- ✓ obtain the learning catalytics code for the day and sign in to learning catalytics
- ✓ use electronic devises for class tasks only
- ✓ stay until the end of class time
- ✓ wait until the instructor is finished to pack up possessions.
- ✓ Only students who have a medical necessity and who are registered with the Services for Students with Disabilities (SSD) office can do any recording of the class
- ✓ Direct attention to the lesson and participate in all classroom activities
- ✓ Conversations should only occur when the instructor asks the class to have a discussion.
- ✓ Contribute to class by raising your hand and being called on or writing a comment/question to Learning Catalytics. Students will be acknowledged and asked to speak in turn.
- ✓ Minimize distractions to classmates (e.g. keep eating during lecture at a minimum).
- ✓ Engage in productive dialogue, even on controversial issues; for example focus on ideas, theories, and evidence using respectful language about people we disagree with.

### **Email Etiquette:**

Many students are new to formal electronic communication, therefore this is a good time to learn how to create a professional electronic presentation of self. Electronic communication with your professors, instructors, recitation instructors, and other UNL personnel constitute formal, rather than conversational, correspondence. The style and tone of your emails should therefore be similar to business-style email correspondence. Therefore structure your email professionally by beginning with the appropriate salutation (e.g., Good Morning/Day/Afternoon Professor, Dr., Director, Dean, Provost, Chancellor, Mr., Ms., and Mrs. \_\_\_\_\_ (Last Name). Unless otherwise instructed, UNL personnel should not be addressed as Hey/Hi/Hello/Yo/what's up \_\_\_\_\_ (First Name). If you are unsure, it is always best to use professional titles (e.g. Professor or Dr. and last name).

Likewise, if you prefer to be addressed by a different name other than what is listed on the official class roster, please inform us and your Recitation Instructor as soon as possible, so that we may address you appropriately.

When emailing please identify the course name (i.e. SOCI 101) and end the correspondence by signing your name. We generally respond to emails between 9:00 am-5:00 pm, Monday-Friday. If you have not received a response within 24 business hours, however, please send a follow-up email.

### **Academic Integrity:**

The University of Nebraska-Lincoln has set education objectives that aim to maintain academic integrity. Violations of academic integrity include, but are not limited to, *plagiarism, cheating, submitting unoriginal work in whole or part, fabrication or falsification, abuse of academic materials, complicity in academic dishonesty, and falsifying grade reports.* At minimum, any student found guilty of committing an act of academic dishonesty will receive a failing grade on the assignment, will be reported to the Chair of the Department of Sociology and the University Judicial Officer. Further academic and disciplinary sanctions may also be applied, however, including dismissal from the university. **Students have been dismissed from the University for Violations of academic integrity.** We therefore strongly urge you to maintain academic integrity.

If you are unaware of what constitutes academic dishonesty, please see an academic advisor, talk to your professor/instructor, and become familiar with the University's Academic Integrity Policy (See <http://stuafs.unl.edu/ja/code/three.shtml>).

### **Personal Identities & Class**

The university blackboard system allows students to change personal information. Not all students go by their legal name or find that the set information in Blackboard does not accurately portray who they are. Feel free to change your information and to inform your instructor/professor what your preferred name and pronouns are. For example, Professor McQuillan prefers to be called Professor McQuillan and her preferred pronouns are her & she. Gender is central to the lives of many students and sex specific bathrooms are ubiquitous on campus. Gender neutral bathrooms can be harder to find; here is a link to their locations: <http://involved.unl.edu/unl-gender-neutral-bathrooms>

The university was not originally designed for parents or new mothers. Therefore the university created a lactation support program: <http://www.unl.edu/chancellor/policymemoranda/20090901-Lactation-Policy>

**Course Outline and Schedule #1:****Quizzes Due most Sundays – see detailed assignment schedule**

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.

<u>Day</u>	<u>Date</u>	<u>Topic</u>	<u>Reading/Assignments/Exams</u>
M	8/22	Revel; Learning Catalytics	Ch. 1 + Syllabus
W	8/24	Ch 1 Sociological Perspective	Ch. 1 + C.W. Mills essay (course documents)
F	8/26	Ch 1 Sociological Perspective	
M/W	8/29-31	Ch. 2 Culture	Ch. 2 (Quiz 1-2; share essay night before)
<b>F</b>	<b>9/2</b>	<b>Reci # 1</b>	
M	9/5	LABOR DAY	LABOR DAY
W	9/7	Ch. 3 Socialization	Ch. 3 (Quiz 3 night before)
<b>F</b>	<b>9/9</b>	<b>Reci # 2</b>	
M/W	9/12-14	Ch.4 Social Structure & Interaction	Ch. 4 (Quiz 4; share essay night before)
<b>F</b>	<b>9/16</b>	<b>Reci # 3 (Review)</b>	<b>EXAM 1 open @ 12pm (Ch. 1-4)</b>
M/W	9/19-21	Ch. 5 Research Methods	Ch. 5 (Quiz 5 night before)
<b>F</b>	<b>9/23</b>	<b>Reci # 4</b>	<b>EXAM 1 ends @ 12pm</b>
M/W	9/26–9/28	Ch. 5 Research Methods	(Individual essay #1 night before)
<b>F</b>	<b>9/30</b>	<b>Reci # 5</b>	
M/W	10/3-5	Ch. 6 Societies & Social Networks	Ch. 6 (Quiz 6; share essay night before)
<b>F</b>	<b>10/7</b>	<b>Reci # 6</b>	
M/W	10/10-12	Ch 8 Deviance & Social Control	Ch. 8 (Quiz 8; share essay night before)
<b>F</b>	<b>10/14</b>	<b>Reci # 7 (Review)</b>	<b>EXAM 2 opens @ 12pm (Ch. 5, 6, 8)</b>
M	10/17	FALL BREAK	FALL BREAK
W	10/19	Ch. 10 Social Class	Ch. 10 (Quiz 10 night before)
<b>F</b>	<b>10/21</b>	<b>Reci # 8</b>	<b>EXAM 2 ends @ 12pm Sun. 10/23</b>
M/W	10/24-26	Ch. 11 Sex & Gender	Ch. 11 (Quiz 11; share essay night before)
<b>F</b>	<b>10/28</b>	<b>Reci # 9</b>	
M/W	10/31-11/2	Ch. 12 Race & Ethnicity	Ch. 12 (Quiz 12; share essay night before)
<b>F</b>	<b>11/4</b>	<b>Reci # 10</b>	
M/W	11/7-9	Review RCG	(Individual essay #2 night before)
<b>F</b>	<b>11/11</b>	<b>Reci #11 (Review)</b>	<b>EXAM 3 opens @ 12pm (Ch. 10-12)</b>
M/W	11/14-16	Ch. 19 Health & Medicine	Ch. 19 (Quiz 19 night before)
<b>F</b>	<b>11/18</b>	<b>Reci # 12</b>	<b>EXAM 3 ends @ 12 pm</b>
M/W	11/21	<i>Watch Media for MAP</i>	<i>Draft MAP paper</i>
F	11/23-25	THANKSGIVING	THANKS GIVING
M/W	11/28-30	Ch. 17 Education	Ch. 17 (Quiz 17 night before)
<b>F</b>	<b>12/2</b>	<b>Reci # 13</b>	
M/W	12/5-7	Ch. 16 Family	Ch.16 (Quiz 16 night before; MAP final today)
<b>F</b>	<b>12/9</b>	<b>Reci # 14 (Review)</b>	<b>EXAM 4 opens@12pm (Ch. 16,17,19)</b>
<b>T</b>	<b>12/15</b>		<b>EXAM 4 ends @ 12 pm</b>

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

**Course Outline and Schedule #2:** (All Assignments are due by 11:59pm unless otherwise noted)

<b>Activities</b>	<b>Due Dates</b>	<b>Portal</b>
Quiz: Chapter 1 & 2	Aug 28	Revel
Share Essay #1	Aug 28	Revel
Quiz: Chapter 3	Sept. 6	Revel
Quiz: Chapter 4	Sept. 11	Revel
Share Essay #2	Sept. 11	Revel
<b>EXAM 1</b>	<b>Sept. 16-23</b>	<b>Testing Center</b>
Quiz: Chapter 5	Sept. 18	Revel
Individual Essay #1	Sept. 25	Revel
Quiz: Chapter 6	Oct. 2	Revel
Share Essay #3	Oct. 2	Revel
Quiz: Chapter 8	Oct. 9	Revel
Share Essay #4	Oct. 9	Revel
<b>EXAM 2</b>	<b>Oct. 14-21</b>	<b>Testing Center</b>
Quiz: Chapter 10	Oct. 18	Revel
Essay on Social Class in the US	Oct. 22 <sup>nd</sup>	Revel
Quiz: Chapter 11	Oct. 23	Revel
Share Essay #5	Oct. 23	Revel
Quiz: Chapter 12	Oct. 30	Revel
Share Essay #6	Oct. 30	Revel
Individual Essay #2	Nov. 6	Revel
<b>EXAM 3</b>	<b>Nov. 11-18</b>	<b>Testing Center</b>
Quiz: Chapter 19	Nov. 13	Revel
Draft MAP paper	Nov. 21	Blackboard – Safe Assign
Quiz: Chapter 17	Nov. 27	Revel
Quiz: Chapter 16	Dec. 4	Revel
Final MAP Paper	Dec. 4 <sup>th</sup>	Blackboard –Safe Assign
<b>EXAM 4</b>	<b>Dec. 9-15</b>	<b>Testing Center</b>

**Note: All assignments (quizzes, essays, and MAPs) are due by 11:59 pm (central time) on the specified dates.**

## Be a Sociology Major

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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 Brandt, 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

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” 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, 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, 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?**