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 or shared on your Twitter 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.

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 written exams.

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

- Explain the impact of social processes (social institutions, social structure, culture, groups, etc.) on the lives of individuals, including yourself
- Define and apply fundamental sociological theories and concepts to human behavior
- Identify empirical patterns and causes of social inequality in the United States related to social class, race and ethnicity, and gender
**Required Textbook:** Your textbook for this class, *Terrible Magnificent Sociology* by Lisa Wade (2022, W.W. Norton), is made available to you using UNL’s inclusive access program. This means your student account is automatically charged for the price of this eBook ($34.50) and you instantly have access to all textbook content and resources via Canvas (no need to visit the bookstore or to purchase anything separately). You have until January 26 to opt-out if you do not wish to purchase the textbook, but please note that this book and its accompanying online resources are required for successful completion of the class. For more information on the inclusive access program, visit: [https://pressbooks.nebraska.edu/affordablecontent/](https://pressbooks.nebraska.edu/affordablecontent/).

You can access the textbook in its entirety via Canvas under the Important Course Information tab. You can also access each chapter as it is assigned in the Canvas weekly modules. If you would like to also purchase a discounted $20 paperback copy of the book, you can do so at the bookstore.

**Weekly Format:** For most weeks, this course consists of Monday and Wednesday lectures and an interactive assignment on Fridays. On all classroom days, 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.

Please note the electronic device policy described in detail on pg. 5 of the syllabus: unless special accommodations or instructions have been made, students should not use laptops, smart phones, tablets etc. during lectures (Mondays and Wednesdays), but should bring laptops on Fridays for “doing sociology” assignments.

**COVID-19:** Our health and safety are top priorities as we continue to learn amidst the COVID-19 pandemic. As such, the structure of this class allows you to miss class if you are quarantined or not feeling well. Please note the following:

- **While in class, you are expected to wear an appropriate face covering that covers your mouth and nose** (per policy announced January 5, 2022—the syllabus will be updated accordingly if and when this policy changes). If you are unwilling to wear a mask, or to wear it incorrectly, I will ask you to leave class.

- **No attendance is taken and class lectures will be recorded and shared on Canvas.** If you are healthy, please plan to attend class, as regular attendance is one of the strongest predictors of doing well on exams and receiving a high grade at the end of the semester. If you must miss class, plan to watch the recording of the lecture and take notes, just as you would in class.

- **All assignments are completed and submitted online via Canvas.**

- **Exams have firm due dates, but with ample and flexible time in advance to complete them.** Other assignments have more flexible due dates (see below).

- **You have the opportunity to attend virtual student help hours with me each week (via Zoom, see page 1 of the syllabus).**

**Canvas:** The Canvas portal will be used for posting of syllabi, grades, and other important course information and updates. Make sure you receive notifications for announcements sent through its email/messaging system as this is how I and your graduate teaching assistant (GTA) will regularly
communicate with the class. You will also complete virtual assignments, reading quizzes, and exams using Canvas under the weekly module in which they are due.

**Note:** The Canvas gradebook will record grades for each of your assignments and exams; however Canvas may not accurately reflect your final grade in the course—you should instead refer to the syllabus to calculate an accurate estimate of your total grade.

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>Possible Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 @ 100 pts each)</td>
<td>300</td>
<td>50</td>
</tr>
<tr>
<td>Inquizitive Chapter Quizzes</td>
<td>100</td>
<td>17</td>
</tr>
<tr>
<td>“Doing Sociology” Participation</td>
<td>200</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:**
- A+ 97-100% (582-600 pts)
- A 93-96% (558-581 pts)
- A- 90-92% (540-557 pts)
- B+ 87-89% (522-539 pts)
- B 83-86% (498-521 pts)
- B- 80-82% (480-497 pts)
- C+ 77-79% (462-479 pts)
- C 73-76% (438-461 pts)
- C- 70-72% (420-437 pts)
- D+ 67-69% (402-419 pts)
- D 63-66% (378-401 pts)
- D- 60-62% (360-377 pts)
- F 0-59% (0-359 pts)

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

**Exams:** There are a total of three essay exams for this course. Each exam is non-cumulative and will cover specific topics from that unit’s assigned textbook chapters, lectures, and “doing sociology” assignments. For each exam, you must answer a single question with an essay that is between 800 and 1000 words. This question will cover content of multiple chapters and will require you to synthesize assigned reading and other class material.

During exam weeks, we will meet as a class on Monday for an exam review / essay preparation session and will NOT meet for class on Wednesday or Friday to give you class time to write your essay.

There is a five-day window in which students can prepare their essays. Students are permitted to use the textbook and notes. You will receive the exam question at the end of class on Monday and must submit essays via Canvas by Friday at 11:59pm. Additional instructions, including a grading rubric, are available in Canvas and will be discussed in class. **No late exams will be accepted.**

**Make-up Exams** are only allowed under **extreme circumstances, and at the instructor’s discretion.** Students must provide documentation for medical emergencies.

**InQuizitive Chapter Quizzes:** For each assigned chapter other than the textbook Introduction, there is a reading quiz you will complete using your textbook’s InQuizitive software, which is linked in Canvas. InQuizitive offers a unique reading quiz format that adapts to you as you answer questions. Students must answer a minimum number of 10 questions to receive a grade. Those who have read the chapter and have a strong sense of the material will likely be able to complete
quizzes quickly and with ease. For students who have less familiarity with material, InQuizitive will pose additional questions so students can improve their quiz grade if they wish. You can complete these quizzes on a computer, tablet, and smartphone.

Canvas has a due date for chapter quizzes by the end of the day (11:59pm) on the Monday the chapter is assigned, but there is NO LATE PENALTY so long as students complete the quiz prior to the exam that covers that chapter. Each chapter quiz is worth 10 points, and you can receive up to 100 points toward your final grade (meaning you can skip 2 chapters if you receive perfect scores for the other 10 chapters).

**Doing Sociology Assignments:** Almost every week, students will complete an interactive “doing sociology” activity on Fridays. These assignments will involve class discussion, writing prompts, and hands-on activities but will ultimately be submitted via Canvas. Students should plan to bring laptops to class on Fridays in order to submit these assignments during class. If a student misses class, they can still complete the assignment remotely via Canvas.

Due dates are available in Canvas and in the schedules at the end of the syllabus. However, please note: there is NO LATE PENALTY for these assignments so long as students complete them prior to the next exam. Each assignment is worth 20 points and you can receive up to 200 points toward your final grade (meaning you can skip 1 assignments if you receive perfect scores for the other 10).

**COURSE POLICIES AND EXPECTATIONS**

**Email** is the best way to get in touch with me. I generally do not check or reply to emails during the evening or over the weekend but will respond to messages within 24 hours during the week. Please 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.).

If changes are made to the syllabus, you will be notified in advance by a Canvas announcement. Any updates to this document will be highlighted. If in-person classes are cancelled, you will be notified of the instructional continuity plan for this class by a Canvas announcement.

I invite you to join me in actively creating and contributing to a positive, productive, and respectful classroom culture. Each student contributes to an environment that shapes the learning process. Any work and/or communication that you are privy to as a member of this course should be treated as the intellectual property of the speaker/creator, and is not to be shared outside the context of this course.

Electronic devices (cell phones, laptops, tablets, etc.) must be silenced and put away during lecture (Monday and Wednesday classes). Unless special arrangements have been made, this includes laptops for note-taking, video- or audio-recording, and picture taking. I am convinced by scientific evidence that taking notes by hand is the best way to remember and understand
information and that laptops and electronic devices cause distraction to their users and those around them. Students with accommodations that include using electronic devices should contact me directly. Please note: all lectures will be recorded and shared with students via Canvas, so students have the opportunity review all lectures in their entirety.

If a technology problem in Canvas prevents your submission of an assignment, you must contact the appropriate technical support and document that you attempted to fix the problem in advance of an assignment due date (this includes ticket number with timestamps, and screen shots with timestamps). It is your responsibility to ensure your online assignments are successfully submitted.

If you are worried about your grade, meet with me or your TA early and often. We both have weekly student help hours that do not require advanced appointment in order to attend (see page 1 of syllabus). If you are unsure of your grade, please calculate points using Canvas and the syllabus before asking an instructor. Grade checks/reports for student athletes, scholarships, Greek society membership, etc. should be requested via email with me or your GTA.

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.

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 117 Louise Pound Hall; 402-472-3787.

The Writing Center can provide you with meaningful support as you write for this class as well as every course in which you enroll. Trained undergraduate and graduate peer consultants are available to talk with you about all forms of communication. This class allows and encourages you
to work with the Writing Center to draft essay exams. For more information visit http://unl.edu/writing.

As a student at the University of Nebraska, you are a member of an academic community in which academic integrity and responsible conduct are essential for the community to function. To ensure all that students know what is expected of them, the University has adopted Standards of Academic Integrity and Responsible Conduct. You can find the University-wide standards for academic integrity and responsible conduct online. 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.

UNL Sociology welcomes students from around the world and recognizes the unique perspectives international students bring to enrich the campus community. If your first language is not English and/or you are an international student, please come and talk to me about specific ways I can support you. For more information on campus-wide resources, visit https://isso.unl.edu/.

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred pronouns. The closest all-gender bathroom is Love Library 449. See other gender-neutral bathrooms on campus at involved.unl.edu/unl-gender-neutral-bathrooms.

UNL values diversity in the broadest sense – gender, age, race, ethnicity, sexual orientation, economic status, physical and intellectual ability, religion, education and geography. We believe that acknowledging, building understanding and incorporating diversity throughout the curriculum will best prepare you for a career in a global society. The inclusive learning environment we seek to foster is one where diverse perspectives are recognized and respected, and therefore conversations within your course must be civil and respectful of individual ideas, experiences, and beliefs that may be different from your own. To challenge ideas or beliefs in a manner that is considerate of the individual expressing them is encouraged, but disrespect or hostility toward any person is not acceptable behavior in the classroom. According to our Student Code of Conduct, speech that is abusive, harassing, intimidating, or coercive is prohibited. Students who engage in such speech will be asked to leave the classroom and further disciplinary actions may be taken.

UNL offers a variety of options to students to aid them in dealing with stress and adversity. Counseling and Psychological Services (CAPS) is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450 or visiting https://caps.unl.edu/. Big Red Resilience & Well-Being (BRRWB) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770 or visiting https://resilience.unl.edu/home.
**Title IX information**: Any unwanted conduct of a sexual nature, whether verbal, physical, written, or pictorial, which has the purpose or effect of creating a hostile environment for the person subjected to the conduct, or any solicitation of sexual conduct of any nature when submission to or rejection of such contact is used as the basis for either implicitly or explicitly imposing favorable or adverse terms and conditions of academic standing constitutes sexual harassment and will not be condoned or tolerated. Moreover, sexual misconduct including stalking, dating or domestic violence and sexual assault is prohibited. Appropriate corrective action will be taken toward any student or employee who is found to have violated UNL's non-discrimination, sexual harassment and/or sexual misconduct policies. Further, UNL commits itself toward the assurance of non-retaliation toward any person who reports harassment, sexual misconduct or discrimination or who participates in an investigation of such conduct. If you suspect or experience discrimination, sexual harassment, or retaliation toward yourself or others, please keep records or other evidence of specifics and report the conduct. If you do not feel comfortable telling a person to stop inappropriate behavior, or if the behavior does not cease once you have made the request that it do so, you may seek assistance from an administrator, professor or counselor. Persons designated by the University as Responsible Employees are required to report sexual discrimination, harassment and misconduct reported to them. Other employees are encouraged to provide assistance and/or report. Detailed information about support and resources, and how to report an incident of sexual discrimination, harassment or misconduct, is available on the Institutional Equity and Compliance **Title IX website**. You can contact the office directly at 402-472-3417.

For **emergency procedures**, stay connected by registering for safety alerts on the UNL Campus at unlalert.unl.edu. Call 911 for fire or medical emergencies. UNL Campus Police can be reached at 402-472-2222. Consult the UNL Emergency Preparedness Resources website at emergency.unl.edu for measures to be taken in emergency situations.
**Course Outline and Schedule (PRINT THIS PAGE as a resource!)**

All readings should be completed before class on the week they are assigned. **Assignments are due via Canvas by 11:59pm on the day they are due.**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Day</th>
<th>Date</th>
<th>What is Happening / Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
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<tr>
<td></td>
<td>W</td>
<td>1/19</td>
<td>Welcome to sociology!</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>1/21</td>
<td>Doing Sociology: Science Knowledge</td>
</tr>
<tr>
<td>1:</td>
<td>M/W</td>
<td>1/24-26</td>
<td>The Self (Inquizitive for Ch 1)</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>1/28</td>
<td><em>No class meeting</em> On Your Own Doing Sociology: Sociology’s Dead Celebrities</td>
</tr>
<tr>
<td>2:</td>
<td>M/W</td>
<td>1/31-2/2</td>
<td>Culture &amp; Construction (Inquizitive for Ch 2)</td>
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<tr>
<td></td>
<td>F</td>
<td>2/4</td>
<td>Doing Sociology: Baby Name Game</td>
</tr>
<tr>
<td>3:</td>
<td>M/W</td>
<td>2/7-9</td>
<td>Our Identities (Inquizitive for Ch 3)</td>
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<tr>
<td></td>
<td>F</td>
<td>2/11</td>
<td>Doing Sociology: Gender Marketing</td>
</tr>
<tr>
<td>4:</td>
<td>M/W</td>
<td>2/14-16</td>
<td>People in Interaction: (Inquizitive for Ch 4)</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>2/18</td>
<td>Doing Sociology: What is Intersectionality</td>
</tr>
<tr>
<td><strong>EXAM WEEK</strong></td>
<td>M</td>
<td>2/21</td>
<td>Exam review and preparation</td>
</tr>
<tr>
<td></td>
<td>W/F</td>
<td>2/23-25</td>
<td>Essay exam writing <em>(no class meeting)</em>: <strong>EXAM DUE 2/25 11:59PM</strong></td>
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<tr>
<td>5:</td>
<td>M/W</td>
<td>2/28-3/2</td>
<td>Deviance &amp; Defiance (Inquizitive for Ch 5)</td>
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<tr>
<td></td>
<td>F</td>
<td>3/4</td>
<td>Doing Sociology: Ranking Deviance</td>
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<tr>
<td>6:</td>
<td>M/W</td>
<td>3/7-9</td>
<td>Organizations, Institutions, &amp; Structures (Inquizitive for Ch 6)</td>
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<tr>
<td></td>
<td>F</td>
<td>3/11</td>
<td>Doing sociology: Getting Schooled</td>
</tr>
<tr>
<td><strong>SPRING BREAK</strong></td>
<td></td>
<td>MARCH 14-18</td>
<td></td>
</tr>
<tr>
<td>7:</td>
<td>M/W</td>
<td>3/21-23</td>
<td>Economic Inequality (Inquizitive for Ch 7)</td>
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<tr>
<td></td>
<td>F</td>
<td>3/25</td>
<td>Doing Sociology: Dollar Street</td>
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<td>8:</td>
<td>M/W</td>
<td>3/28-30</td>
<td>Institutional Racism (Inquizitive for Ch 8)</td>
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<tr>
<td></td>
<td>F</td>
<td>4/1</td>
<td>Doing Sociology: The House We Live In</td>
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<tr>
<td>9:</td>
<td>M/W</td>
<td>4/4-4/6</td>
<td>Gendered Oppression (Inquizitive for Ch 9)</td>
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<tr>
<td></td>
<td>F</td>
<td>4/8</td>
<td>Doing Sociology: Making Motherhood Work</td>
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<td><strong>EXAM WEEK</strong></td>
<td>M</td>
<td>4/11</td>
<td>Exam review and preparation</td>
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<td></td>
<td>W/F</td>
<td>4/13-15</td>
<td>Essay exam writing <em>(no class meeting)</em>: <strong>EXAM DUE 4/15 11:59PM</strong></td>
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<td>10:</td>
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<td>4/18-20</td>
<td>Elite Power (Inquizitive for Ch 10)</td>
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<td></td>
<td>F</td>
<td>4/22</td>
<td>Doing Sociology: Cultural Capital</td>
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<tr>
<td>11:</td>
<td>M/W</td>
<td>4/25-27</td>
<td>The Power of the People (Inquizitive for Ch 11)</td>
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<tr>
<td></td>
<td>F</td>
<td>4/29</td>
<td>Doing Sociology: The Take</td>
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<tr>
<td>12:</td>
<td>M/W</td>
<td>5/2-4</td>
<td>Our Future on Earth (Inquizitive for Ch 12)</td>
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<tr>
<td></td>
<td>F</td>
<td>5/6</td>
<td>Exam review and preparation</td>
</tr>
<tr>
<td><strong>FINALS WEEK</strong></td>
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<td></td>
<td><strong>EXAM 3 DUE TUES. MAY 10 11:59PM</strong></td>
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</tbody>
</table>
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
- 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.
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?