It is a privilege to be teaching this class, and I’m very excited to share this experience with you!

Course Description
At the core of all Sociological research are the tools necessary for scientific and systematic social inquiry. In this course, we will learn and identify key Sociological concepts and research tools used to conduct Sociological research. We will explore basic foundations of Sociology including social inequalities, social institutions, and social interactions. We will use this foundation to inform our Sociological perspective.

We will investigate society and human interactions, specifically aiming to unlock our “sociological imagination.” Drawing from C. Wright Mills, we will identify the connections between personal experiences and the social environment that we live in – the sociological imagination. The course will emphasize both theoretical and conceptual frameworks developed by sociologists and explore how sociologists utilize these theories within research. We will learn and be encouraged to think critically and sociologically on a vast array of societal issues concerning gender, sexuality, crime, families, health, race/ethnicity, education, and religion. Together, we will explore the world around us through a sociological lens.

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 (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 quizzes, exams, writing assignments, and in-class activities. 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, and videos; and
- Offer opportunities to acquire knowledge relevant to understanding patterns of human behaviors.

Course Objectives
By the end of this course you 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 Text
Revel  
Set Up:  [https://console.pearson.com/enrollment/nlhg0f](https://console.pearson.com/enrollment/nlhg0f)  
Here's how:  
1. Go to:  [https://console.pearson.com/enrollment/nlhg0f](https://console.pearson.com/enrollment/nlhg0f)  
2. Sign in to your Pearson Account or create one.  
3. Redeem your access code or purchase instant access online. (Temporary access option for financial aid is also available.)

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 will regularly communicate with the class. You will also hand in writing assignments in Canvas.

Class Format  
This course consists of lectures on Tuesdays and Thursdays, with interactive and demanding small group activities. Make sure to 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. The purpose of small groups 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 small group.

COURSE REQUIREMENTS:  
**Chapter Quizzes:** For each assigned chapter, there is a reading quiz you will complete in REVEL. 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 (9:29am) on the date of review for those chapters to receive credit. Your grade will be calculated based on your 10 highest quiz scores.

**Short Sociological Analysis Paper:** Students must write two assigned short essays (between 400 and 600 words) responding to a question prompt to showcase interpretation and application of sociological ideas. These essays must be properly formatted and uploaded as a word document in Canvas before 9:29am on their due dates. They will be checked using “Turn It In” (an online plagiarism detection tool) to ensure academic integrity. A grading rubric and detailed instructions will be discussed in class and are available on Canvas.

**Exams:** There are a total of four (4) exams for this course. The format is multiple choice and short answer, closed book. Each exam is non-cumulative and will cover specific topics from that unit’s assigned textbook chapters, lectures, and small group activities.

**Long Sociological Analysis Paper:** Students will write an analysis integrating journal articles, chapter content, and a movie. Students are required to submit a final version in Canvas where the paper will be checked using “Turn It In” (an online plagiarism detection tool) to ensure 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.

**LATE WORK**  
No late work will be accepted. However, I realize that we all have struggles and priorities beyond this class. Late work will only be considered with a valid reason, including but not limited to, illness with doctor’s note or family emergencies. Late work and Make-up Exams are only allowed under extreme circumstances, and at the instructor's discretion.
Extra Credit
Class policy does not permit late submission of any assignment, even for partial points. If you miss an assignment or would like to improve your grade, you can take advantage of several opportunities to earn extra credit points. There is no limit to the number of extra credit opportunities a student completes, though many take place early in the semester or require advance planning.

Overview of Grades:

<table>
<thead>
<tr>
<th></th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (4 @ 100 pts each)</td>
<td>400</td>
</tr>
<tr>
<td>Chapter review quizzes (10 @ 15 pts each)</td>
<td>150</td>
</tr>
<tr>
<td>Short Papers (2 @ 25 pts)</td>
<td>50</td>
</tr>
<tr>
<td>Long Paper (1 @ 100 pts)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>700</strong></td>
</tr>
</tbody>
</table>

Letter grades will be assigned based on percentage of points earned as follows:

- A+ 97%-100%
- A 93%-96%
- A- 90%-92%
- B+ 87%-89%
- B 83%-86%
- C+ 77%-79%
- C 73%-76%
- C- 70%-72%
- D+ 67%-69%
- D 63%-66%
- D- 60%-62%
- F 0%-59%

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

GRADE DISPUTE POLICY
Occasionally there may be an error in how a paper was evaluated or an exam question was constructed. If you believe such an error has been made, I would be happy to review the assignment in question. To prompt such a review, please write a 1 page memo, within 48 hours of receiving your grade, explaining why you think the grade was in error, providing references to the textbook. If I agree that there was a mistake, I will re-grade your assignment. The final grade could be higher, the same, or lower than the original grade granted.

EXPECTATIONS AND COURSE POLICIES
When you are in class, you are expected to focus on the course material at hand. If you are distracted or distracting (like if you do not comply with the electronic devices policy below), I reserve the right to, and may, ask you to leave.

This course does not take attendance in lecture (except for the first 2 weeks of the semester). Students who attend class regularly tend to perform significantly better on assignments and exams than students who do not. Content from lecture that is not in the text will appear on exams.

Electronic devices (cell phones, laptops, tablets, etc.) must be silenced and put away during lecture. 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.

Email is the best way to get in touch with me. I generally do not check or reply to emails during the evenings or over the weekend but 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 Kristen,), 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.

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

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 and the syllabus before asking me. Grade checks/reports for student athletes, scholarships, Greek society membership, etc. are handled in person by appointment or during office hours.

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.

I am committed to a learning environment that supports varied thoughts and perspectives and respects diverse backgrounds and identities. For further information regarding UNL policies in this regard, please visit http://www.unl.edu/equity/ or call (402) 472-2322. If you feel like your experiences outside of class are affecting your performance in class, please come and talk to me. I may be able to help find resources to support you.

In particular:

- Services for Students with Disabilities (SSD) works with students to develop academic accommodations to meet their needs, including for mental health disabilities such as depression and anxiety. It is the policy of the University of Nebraska-Lincoln to provide individualized accommodations 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 SSD which is located in 232 Canfield Administration (472-3787).

- 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 gender pronoun. The closest gender-neutral bathroom to LPH is Love Library 449. See other gender-neutral bathrooms on campus at involved.unl.edu/unl-gender-neutral-bathrooms.

- If you are a parent or child’s primary guardian, please talk to me about extenuating circumstances that may require that you on occasion bring a (healthy) child to class with you. There is a lactation space in Love Library 415. More information is available at http://www.unl.edu/chancellor/policymemoranda/20090901-Lactation-Policy
# COURSE OUTLINE AND SCHEDULE

All readings should be completed before class on the week they are assigned.

**SCHEDULE IS SUBJECT TO CHANGE AT DISCRETION OF INSTRUCTOR**

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING/ASSIGNMENTS/EXAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tu</td>
<td>08/21</td>
<td>What is Sociology?</td>
<td>Review Canvas, course syllabus</td>
</tr>
<tr>
<td>Th</td>
<td>08/23</td>
<td>Ch1: Sociological Perspective</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>Tu</td>
<td>08/28</td>
<td>Ch2: Culture</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>Th</td>
<td>08/30</td>
<td>Ch2: Culture</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>Tu</td>
<td>09/04</td>
<td>Ch3: Socialization</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>Th</td>
<td>09/06</td>
<td>Ch 1, 2, 3</td>
<td>Review (Chapter Quizzes due in REVEL)</td>
</tr>
<tr>
<td>Tu</td>
<td>09/11</td>
<td>Exam 1</td>
<td>Ch. 1, 2, 3</td>
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<tr>
<td>Th</td>
<td>09/13</td>
<td>Ch4: Social Structure &amp; Interaction</td>
<td>Ch. 4</td>
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<tr>
<td>Tu</td>
<td>09/18</td>
<td>Ch4: Social Structure &amp; Interaction</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>Th</td>
<td>09/20</td>
<td>Ch5: Research Methods</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>Tu</td>
<td>09/25</td>
<td>Ch5: Research Methods</td>
<td>Ch. 5; <strong>Short Essay #1 due on Canvas by 9:29am</strong></td>
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<tr>
<td>Th</td>
<td>09/27</td>
<td>Ch6: Societies &amp; Social Networks</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>Tu</td>
<td>10/02</td>
<td>Ch 4, 5, 6</td>
<td>Review (Chapter Quizzes due in REVEL)</td>
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<tr>
<td>Th</td>
<td>10/04</td>
<td>Exam 2</td>
<td>Ch. 4, 5, 6</td>
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<tr>
<td>Tu</td>
<td>10/09</td>
<td>Ch8: Deviance and Social Control</td>
<td>Ch. 8</td>
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<tr>
<td>Th</td>
<td>10/11</td>
<td>Ch8: Deviance and Social Control</td>
<td>Ch. 8</td>
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<tr>
<td>Tu</td>
<td>10/16</td>
<td>NO CLASS – FALL BREAK</td>
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<tr>
<td>Th</td>
<td>10/18</td>
<td>Ch10: Social Class in the US</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>Tu</td>
<td>10/23</td>
<td>Ch10: Social Class in the US</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>Th</td>
<td>10/25</td>
<td>Ch11: Sex &amp; Gender</td>
<td>Ch. 11</td>
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<tr>
<td>Tu</td>
<td>10/30</td>
<td>Ch11: Sex &amp; Gender</td>
<td>Ch. 11</td>
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<tr>
<td>Th</td>
<td>11/01</td>
<td>Ch 8, 10, 11</td>
<td>Review (Chapter Quizzes due in REVEL)</td>
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<tr>
<td>Tu</td>
<td>11/06</td>
<td>Exam 3</td>
<td>Ch. 8, 10, 11</td>
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<tr>
<td>Th</td>
<td>11/08</td>
<td>Ch12: Race &amp; Ethnicity</td>
<td>Ch. 12</td>
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<tr>
<td>Tu</td>
<td>11/13</td>
<td>Ch12: Race &amp; Ethnicity</td>
<td>Ch. 12; <strong>Short Essay #2 due on Canvas by 9:29am</strong></td>
</tr>
<tr>
<td>Th</td>
<td>11/15</td>
<td>Ch16: Marriage &amp; Family</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>Tu</td>
<td>11/20</td>
<td>Ch16: Marriage &amp; Family</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>Th</td>
<td>11/22</td>
<td>NO CLASS - THANKSGIVING</td>
<td></td>
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<tr>
<td>Tu</td>
<td>11/27</td>
<td>Ch17: Education</td>
<td>Ch. 17</td>
</tr>
<tr>
<td>Th</td>
<td>11/29</td>
<td>Ch17: Education</td>
<td>Ch. 17; <strong>Long Paper due on Canvas by 9:29am</strong></td>
</tr>
<tr>
<td>Tu</td>
<td>12/04</td>
<td>Ch19: Medicine &amp; Health</td>
<td>Ch. 19</td>
</tr>
<tr>
<td>Th</td>
<td>12/06</td>
<td>Ch 12, 16, 17, 19</td>
<td>Review (Chapter Quizzes due in REVEL)</td>
</tr>
</tbody>
</table>

**MONDAY, DECEMBER 10, 10:00am-12:00pm  EXAM 4: Chapters 12, 16, 17, 19**

See next page for breakdown of assignment due dates
Exams
#1: Chapters 1, 2, 3 = Tuesday, September 11
#2: Chapters 4, 5, 6 = Thursday, October 4
#3: Chapters 8, 10, 11 = Tuesday, November 6
#4: Chapters 12, 16, 17, 19 = Monday, December 10 @ 10am

Short Essay
#1 due on Canvas by 9:29am on Tuesday, September 25
#2 due on Canvas by 9:29am on Tuesday, November 13

Long Paper due on Canvas by 9:29am on November 29

Quizzes
Chapter 1 due in REVEL by 9:29am on Thursday, September 6
Chapter 2 due in REVEL by 9:29am on Thursday, September 6
Chapter 3 due in REVEL by 9:29am on Thursday, September 6
Chapter 4 due in REVEL by 9:29am on Tuesday, October 2
Chapter 5 due in REVEL by 9:29am on Tuesday, October 2
Chapter 6 due in REVEL by 9:29am on Tuesday, October 2
Chapter 8 due in REVEL by 9:29am on Thursday, November 1
Chapter 10 due in REVEL by 9:29am on Thursday, November 1
Chapter 11 due in REVEL by 9:29am on Thursday, November 1
Chapter 12 due in REVEL by 9:29am on Thursday, December 6
Chapter 16 due in REVEL by 9:29am on Thursday, December 6
Chapter 17 due in REVEL by 9:29am on Thursday, December 6
Chapter 19 due in REVEL by 9:29am on Thursday, December 6
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
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?