

SOC 280-4615  
Introduction to Sociology  
Spring 2012  
Neal 116  
TR 11-12:15

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\*\*\*This syllabus contains hyperlinks. To access the hyperlinks, download a copy of the syllabus from BlackBoard. Any time you see a word underlined and in blue (on your computer), you can right-click on it to go to the linked website.

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**COURSE DESCRIPTION:** Study of human interaction focusing on social influences shaping personality, structure and dynamics of human society. Topics include: sociological perspective, culture, society, social interaction, social change in global perspective, socialization, social class, social stratification, race and ethnicity, and deviance.

### LEARNING OUTCOMES

At the completion of the course, the student will

- Describe how sociology operates as a science.
- Delineate and apply the steps used in the sociological research process.
- Summarize key concepts of the major theoretical perspectives.
- Use sociological perspectives to analyze behavior of individuals, groups, institutions, and societies.
- Explain the relationship between their individual behavior and the social groups to which they belong.
- Identify how sociology can be applied to their daily lives.
- Determine whether sociology is a potential major, career choice, or both.

### REQUIRED TEXTS

1. Conley, Dalton. [You May Ask Yourself](#). 2<sup>nd</sup> edition. (YMAY)
2. Sternheimer, Karen. [Everyday Sociology](#) (ES)
3. Lewis, Michael. [The Blind Side](#)

### ONLINE RESOURCES

1. [Study Space](#) is a free resource from the publisher of our textbooks. On this site, you can find quizzes, chapter outlines, and other study aids.
2. [Facebook](#) (Learn Sociology) & [Twitter](#): (@learnsociology): I manage a [facebook](#) and [twitter](#) account for all of my sociology courses and sociological work. I encourage you to follow one or both accounts. You are not required to follow either account, but I will post announcements, reminders, and interesting articles that relate to our course on both sites. When you get to the course schedule, you will see that each Week contains a twitter hashtag (#). I will tag my tweets with these hashtags and I ask that you do the same. This enables you to search for each week's tweets, which you could use to review for your exams.

3. I use BlackBoard as a repository for our course materials. You will find this syllabus, the powerpoints, and handouts there. I will post announcements to BlackBoard, too.

## GRADING POLICY

1. **Activate Your Turnitin.com Account (5 points)**
  - a. All written work is due on turnitin.com by the start of class on the day it is due. No late work will be accepted. [Turn It In: The Turn It In Student Manual](#) is available to review to learn how to submit papers. If you have never created an account, you can create your account [here](#). You will need the course id 4653838, and password intro to create your account.
  - b. Activate your account by the start of class time on January 12 for an easy 5 points.
2. **Seeing Sociology (3 @ 15 points each).** For this assignment, you will be required to take a photograph that illustrates a sociological concept and include a tweetable sociologically-rich description of the photo (140 characters).
  - a. You will have to complete three of these; one for each unit.
    - 1) Seeing Sociology 1
      1. Covers chapters 1-6
      2. Twitter hashtag: #soc280ss1
      3. Due February 16
    - 2) Seeing Sociology 2
      1. Covers chapters 7-11
      2. Twitter hashtag: #soc280ss2
      3. Due March 22
    - 3) Seeing Sociology 3
      1. Covers chapters 12-17
      2. Twitter hashtag: #soc280ss3
      3. Due May 1
    - 4) You can use a film camera, a disposable camera, or a camera phone to take your photos. You will need to add your photo to a Microsoft Word document with your tweetable caption directly below. If you do not have a camera or access to a camera, please contact me by the end of week 2. If you do not know how to insert your photo into a Word document, click [here](#).
    - 5) Tweetable means your description should be 140 characters or less. That's characters, not words. Each letter, space, and punctuation mark counts as a character. The point is to get you to think sociologically and communicate a sociological concept in very limited space. I would start with a longer description and then cut it back to the heart of the description. Can you write one word as your caption? Yes, but I wouldn't recommend it. Succinctly make your point, yet make sure your description is sociologically-rich. Tell me as much as you can in as few characters as possible.
    - 6) No nudity, pornography, or obscenity. If you went to a strip club and found the experience illustrates the concept of gender

inequality, then take a photo of the sign over the strip club. Be creative, but no photos of people actually stripping.

- 7) If you take photos of people, make sure you have their permission to use their photo in class.
- 8) You must take the photo yourself. You can not just download a picture from google images and pass it off as your own work.
- 9) Your paper must be typed, double-spaced, 12 point font, 1 or 1.5 inch margins.
- 10) Please spell-check and read over your work before turning it in. No more than two spelling or grammatical errors per page.
- 11) Keep a back-up copy of your work so you do not lose it.
- 12) Include in-text citations and a reference page when appropriate (this means your reference page should have an APA formatted entry for the article, the textbook, and any other references you use). You should follow APA format. More information on APA format can be found at the [OWL @ Purdue](#). Your reference page does not count towards your 140 character count.
- 13) There are sample Seeing Sociology submissions on BlackBoard.

- b. Seeing Sociology will be submitted through [Turn It In](#) and will not be accepted elsewhere.
  - c. **Optional:** If you are on Twitter, you can share your photo and caption with the class via twitter. Include the hashtag listed on page 2 so that we can find your tweets. Sharing your photos on twitter is completely optional.
  - d. **Optional:** If you would like to help build a library of sociologically focused images, please share your photo with the [Learn Sociology Flickr Group](#). Sharing your photo on Flickr is completely optional. By sharing your photo with the Flickr group, you are giving me the right to use your photo in the classroom setting.
3. **Exams (4 @ 25 points each)**
- a. Exam 1 is February 14 and covers YMAY chapters 1-6 and all related readings in ES
  - b. Exam 2 is March 27 and covers YMAY chapters 7-11 and all related readings in ES
  - c. Exam 3 is May 3 and covers YMAY chapters 12-16, all related readings in ES, and *The Blind Side*
  - d. Exam 4 is a comprehensive final exam and is May 10 from 10:15-12:15
  - e. Each exam includes 25 multiple choice questions.
  - f. There will not be study guides for your exams. If you keep up with the course readings, use the study aides at [Study Space](#), and stay engaged in the classroom, you will have no need for a study guide.
4. **Doing Sociology (120 points, 12 highest graded @ 10 points each)**
- a. There are 16 Doing Sociology activities that will be submitted at turnitin.com. Your 12 highest scores will be figured into your final grade

(drop lowest four grades). You will need to be prepared to discuss these papers in-class.

- b. Each submission should be between 300-600 words and follow the mechanics of written work.
- c. See the course schedule for the due dates for each prompt.

Doing Sociology	Description
#1	Keep a journal for a day; document five social phenomena that you generally perceive as natural in your everyday life. Your journal could include notes on the way people greet each other, share public space, eat, and so on. Pick one and discuss alternative ways your daily life might proceed if this element had been different throughout history. (Example: What if racial divisions in America were based on eye color rather than skin tone?)
#2	Create a research design to collect empirical data to either support or disprove one of the following claims: (1) People on welfare are lazy and don't want to work, (2) Women are worse drivers than men, (3) Blacks are naturally more athletic. Remember to think about the different variables involved, whether you're aiming to establish correlation or causality, and what method of data collection is best suited for your research question.
#3	Think about the multiple uses of the concept of culture. Ask five people you know what they think when they hear the word culture. Which definitions occur most frequently? Has this exercise (and chapter) changed how you think about culture?
#4	Half of the groups will answer question 3 and half of the groups will answer question 4) Question 3: School plays an important role in our socialization. Think about the way socialization works: What are some of the things we learn from schooling (e.g., the first years of elementary school), and how does this learning differ from what we are taught by our teacher? How are things like gender performance shaped in school? Question 4: Parents of different social classes socialize children differently. For example, middle-class parents are more likely to stress independence and self-direction, whereas working-class parents prioritize obedience to external authority. Using this example, how does socialization through families potentially reproduce social inequality?
#5	Have you ever gotten involved with a club or community group like one Putnam mentions? Did you feel more connected to your community? Have you gotten involved in an online community, like one Raskoff describes? Did you feel a greater sense of connection with other participants? Did this involvement lead to any in-person meetings or activities?
#6	Watch a reality show. What are your initial impressions about the celebrities? Now watch the same episode again. How do the celebrities on the show attempt to shape their identities through the program, and, if applicable, the struggles they go through? How does this exemplify Cooley's concept of the looking-glass self, as Raskoff describes it?
#7	To talk about the rich, the poor, and the way society is economically stratified sounds like the job of economists. Why should sociologists be interested in stratification? How does a better understanding of stratification potentially contribute to the well-being of society?

#8	There are many programs and agencies to help the poor. Locate one agency (or organization) that helps the poor in your community. Speak with a person who works or volunteers at that agency and gather information on what he or she does. How does that person help the poor? How many people does he or she help in a given year? How is the agency funded (government, church, private donors, etc.)? Are there any structural challenges that you can perceive which might make it difficult for the poor to access the agency's benefits? Is there any way that person might be doing more harm than good?
#9	Thinking about the history of race, what do you predict for the future of "race" and "ethnicity" as social categories? Will they stay the same? What do demographic trends and history lessons suggest might happen in the coming decades in the United States?
#10	Have you ever been to a store and started to look at items of clothing, then realized you might be in the "wrong" department (i.e., clothes for the other sex)? Did you ever walk into the wrong restroom? Make a list of gender-inappropriate behaviors you have encountered. How did people react to these incidents? Would you feel weird at all if you considered buying a jacket meant for the other sex? How do these examples--for example, the separation of stores into "women's" and "men's" sections--demonstrate the way gender is socially constructed and enacted?
#11	What would be an argument in support of sin taxes on fast-food meals? Considering that fast-food meals are usually less expensive than healthier options and provide food quickly for underpaid and overworked Americans, how might sin taxes unintentionally reproduce class differences?
#12	What is the pecking order, and what does the term mean for children in a family? According to this concept, does your birth position in the family or number of siblings matter to your life chances for success in school and beyond?
#13	Through the meritocratic education system everyone has the chance to succeed in America." Do you agree with this statement? Find a theory or a research finding from this chapter that supports this assertion and another that challenges it. Do these theories or findings complicate your view of America as a meritocracy?
#14	Find unemployment statistics for the nation, your state, and the nearest major city. How do these rates vary in factors such as age, gender, and race? What do these numbers indicate about the likelihood of people in your region finding work?
#15	In a democratic society, why is it possible for a small group of elites to get what it wants at the expense of the larger population? In your answer, consider the work on collective action.
#16	Explain how Marx and Weber differ in the way they link religion and the economy.

5. **The Blind Side Talking Points (1 @ 50 points)**
- a. On the day we discuss *The Blind Side*, you need to come prepared with 3-5 talking points from the book. You could ask a question about the book. You could highlight a passage/quote from the book that you would like to discuss. You need to ask at least one question and highlight one passage/quote from the book. You should indicate the page number of

any quotes and include a page number with your questions if applicable. You will also discuss why you chose the talking points you selected. Your explanation should be 1-4 sentences for each talking point. You need to bring 2 copies of your talking points to class. The first copy will be cut into strips. Those strips will be placed in a basket and we will draw out our talking points to guide our discussion. The second copy will be for your use during class. If you have a talking point, you want to address and we don't seem to be getting to it, you can easily refer to it and share it with the class. You need to submit a third copy for grading to turnitin.com by the due date.

- b. If you are absent the day we discuss *The Blind Side* or you do not have your talking points complete at the start of class on their due date, you will have to write a structured essay based on the book. After class, I will randomly select three of the talking points from your classmates, and you will write a 2-3 page paper on those talking points. I will post the talking points to BlackBoard by midnight the day the assignment is due. Your essay will be due the very next class period and no extensions will be allowed under any circumstances.
  - c. Due April 26
6. Extra Credit Assessment Survey due Friday, May 4 at midnight. You need the password "extracredit" to access the survey. It is extremely important that you do not complete this survey until you have completed all of your work up until this point. If I suspect that you took this early in the semester and did not take the assessment seriously, you will not earn extra credit. You will earn 15 extra credit points just for completing this survey, regardless of how many answers you get correct. You will need your course section number.

The mechanics of all out-of-class written work:

- Must be typed, double-spaced, 12 point font, 1 or 1.5 inch margins.
- Please spell-check and read over your work before turning it in. No more than two spelling or grammatical errors per page.
- Place your name, the date, and the assignment title at the top of each entry. No title page is necessary.
- Keep a back-up copy of your work so you do not lose it.
- Include in-text citations and a reference page when appropriate (this means your reference page should have an APA formatted entry for the article, the textbook, and any other references you use). You should follow APA format. More information on APA format can be found at the [OWL @ Purdue](#).
- All written work is due on turnitin.com by the start of class on the day it is due. No late work will be accepted. [Turn It In: The Turn It In Student Manual](#) is available to review to learn how to submit papers. If you have never created an account, you can create your account [here](#). You will need the course id 4653838, and password intro to create your account.

Grading Scale (point system, not an average):

A	300-270
B	269.9-240
C	239.9-210
D	209.9-180
F	179.9-0

**GENERAL POLICIES**

**Email:** You need to use your Lake Land email account to communicate with me. Your Lake Land email address uses the same prefix as your IRIS and BlackBoard login. I can not guarantee I will respond to emails from other addresses. Make sure that you include your course name and section number in the subject of your email. This way, I know the email is from a student and I will respond to you first. I will not discuss grades via email. I will discuss your grade in BlackBoard or in-person only. I will respond to your email between 24-48 hours M-F. I will not respond to emails sent on the weekend until Monday or Tuesday.

**Attendance:** I do not grade attendance. If you are absent, you are responsible for any information covered in class. It is your responsibility to complete all the requirements listed in the course schedule by their due date.

**Policy on Academic Honest:** Response to student cheating on coursework shall be per school policy with the following instructor options:

- No credit given for the plagiarized work
- Reduced credit in the form of a lower grade for plagiarized work
- Instructor notifies the Division's Chair of the incident
- Cheating incidents of a serious nature may result in dropping the student from the course, which could result in failure in the course

If in doubt, ask. Ignorance is not an excuse. If quoting material, any repetition of three or more words should be included in quotations and citations should be used.

Lake Land College's Student Handbook Conduct Code with more details can be found [here](#).

**Withdrawals:** A student may drop a course through April 30, 2012. A grade of "W" will be recorded for the dropped course.

**Disabilities:** Students with some special reason for modified testing procedures or not-taking procedures should contact me as soon as possible so appropriate arrangements can be made. See Jordan Hicks in Student Services Building #24 if you think you have learning, physical, or emotional issues.

**Religious Holidays:** If after reading the syllabus, you discover that I have assigned a test or assignment due date for a holy day of your faith, please let me know by the end

of Week 2. Furthermore, if you will be missing any class because of holy days this semester, please inform me in writing by the end of Week 2.

**Student Athletes:** If your coach anticipates that you will need to miss class this semester due to athletic participation, you need to provide me with written documentation from your coach by the end of Week 2.

**GROUND RULES:**

1. Do not interrupt your fellow students or myself.
2. No personal conversations during lecture (this includes texting).
3. We will not accept any discrimination, intimidation, or harassment of fellow students.
4. Remember, just because something does not apply to you, does not make it any less true. Keep an open mind.
5. Electronic devices (e.g., cell phones, e-readers, laptops, tablets) are conditionally allowed in this classroom. It is assumed that your use of these devices is for educational or extreme emergency situations. Any other uses are prohibited. This technology should be set to silent. I reserve the right to disallow the use of electronic devices at any time for any reason.
6. I do not allow this class to be recorded (audio or visual) unless you have documentation requiring it to be recorded that you have cleared with me beforehand.
7. Consequences: you may be asked to leave class that day.

**COURSE SCHEDULE**

You should have read the assigned reading prior to the class meeting we are scheduled to discuss it.

You May Ask Yourself = YMAY  
Everyday Sociology = ES

You will see Chapter Quizzes listed in the course schedule. These are not graded but are meant for you to test yourself to see how well you are learning. The quizzes are found online at Study Space.

<b>Week 1</b> <b>#soc280ch1</b>	10-Jan	Syllabus
	12-Jan	Read YMAY: Chapter 1
		Read ES: p. 1-6
		Doing Sociology #1 due
		<a href="#">Chapter 1 Quiz</a>
		<a href="#">Activate your turnitin.com account</a> due
<b>Week 2</b> <b>#soc280ch2</b>	17-Jan	Read YMAY: Chapter 2
		Read ES: p. 10-22
	19-Jan	Doing Sociology #2 due
		<a href="#">Chapter 2 Quiz</a>

<b>Week 3</b> <b>#soc280ch3</b>	24-Jan	Read YMAY Chapter 3 Read ES: p. 31-44	
	26-Jan	Doing Sociology #3 due <a href="#">Chapter 3 Quiz</a>	
<b>Week 4</b> <b>#soc280ch4</b>	31-Jan	Read YMAY Chapter 4 Read ES: p. 47-79 Doing Sociology #4 due <a href="#">Chapter 4 Quiz</a>	
		2-Feb	Read YMAY: Chapter 5 Read ES: 82-102 Doing Sociology #5 due <a href="#">Chapter 5 Quiz</a>
	<b>Week 5</b> <b>#soc280ch5</b>	7-Feb	Read YMAY: Chapter 6 Read ES: p. 105-130
		9-Feb	Doing Sociology #6 due <a href="#">Chapter 6 Quiz</a>
<b>Week 6</b> <b>#soc280ch6</b>	14-Feb	Exam 1 (covers YMAY chapters 1-6 and all related readings in ES)	
	16-Feb	Seeing Sociology #1 Due Read YMAY: Chapter 7 Read ES: p. 133-156	
<b>Week 7</b> <b>#soc280ch7</b>	21-Feb	Doing Sociology #7 due <a href="#">Chapter 7 Quiz</a>	
	23-Feb	No School	
<b>Week 8</b> <b>#soc280ch10</b>	28-Feb	Read YMAY: Chapter 10	
	1-Mar	Doing Sociology #8 due <a href="#">Chapter 10 Quiz</a>	
<b>Week 9</b> <b>#soc280ch8</b>	6-Mar	Read YMAY: Chapter 8 Read ES: p. 173-182; 197-206	
		8-Mar	Doing Sociology #9 due <a href="#">Chapter 8 Quiz</a>
<b>Week 10</b> <b>#soc280ch9</b>	13-Mar	Read YMAY: Chapter 9 Read ES: 209-240	
	15-Mar	Doing Sociology #10 due <a href="#">Chapter 9 Quiz</a>	
<b>Week 11</b> <b>#soc280ch11</b>	20-Mar	Read YMAY: Chapter 11 <a href="#">Chapter 11 Quiz</a>	
	22-Mar	Doing Sociology #11 due Seeing Sociology #2 Due	

<b>Week 12</b> <b>#soc280ch12</b>	27-Mar	Exam 2 (covers YMAY chapters 7-11 and all related readings in ES)
	29-Mar	Read YMAY: Chapter 12
		Read ES: p. 243-256
		Doing Sociology #12 due <a href="#">Chapter 12 Quiz</a>
<b>Spring Break</b>	3-Apr	No School
	5-Apr	
<b>Week 13</b> <b>#soc280ch13</b>	10-Apr	Read YMAY: Chapter 13
		Read ES: p. 262-273
	12-Apr	Doing Sociology #13 due <a href="#">Chapter 13 Quiz</a>
<b>Week 14</b> <b>#soc280ch14</b>	17-Apr	Read YMAY: Chapter 14
		Read ES: p. 257-261
		Doing Sociology #14 due <a href="#">Chapter 14 Quiz</a>
	19-Apr	Read YMAY: Chapter 15
		Doing Sociology #15 due <a href="#">Chapter 15 Quiz</a>
<b>Week 15</b> <b>#soc280ch15</b>	24-Apr	Read YMAY: Chapter 16
		Read ES: p. 292-293
		Doing Sociology #16 due <a href="#">Chapter 16 Quiz</a>
	26-Apr	Read <i>The Blind Side</i>
		<i>The Blind Side</i> Talking Points
<b>Week 16</b> <b>#soc280ch16</b>	1-May	Catch-Up Day
		Seeing Sociology #3 Due
	3-May	Exam 3 (covers YMAY chapters 12-16, all related readings in ES, and <i>The Blind Side</i> )
<b>Week 17</b> <b>#soc280ch17</b>	10-May	Comprehensive Final Exam
	10:15-12:15	

**The course syllabus provides a general plan for the course; deviations may be necessary.**