I selected sociology as my major at the end of my freshman year after declaring a social work major and taking the required Introduction to Sociology course. My teacher was very passionate about the “Battle in Seattle,” which inspired me to learn more to use the event in my speech class. Further, while reading my textbook, I was struck by this photo:

![Bellamy salute during the Pledge of Allegiance](http://en.wikipedia.org/wiki/File:Students_pledging_allegiance_to_the_American_flag_with_the_Bellamy_salute.jpg)

I learned that the Bellamy salute was used during the Pledge of Allegiance prior to World War II. I was absolutely struck by how the meanings of things, such as gestures could change so profoundly. Sociology also helped me answer questions about the world, such as, why was it ok to use Native American imagery for sports team mascots, when other groups were not depicted in such ways (it’s actually not ok)? Why did teenage pregnancy seem like such a popular choice among my classmates (and is declining)? Why did so many of my high school classmates go directly into the workforce, while I went to college as a full-time student? The sociological imagination helped answer these questions. On the sociological imagination, C. Wright Mills\(^2\) ([1959] 2000) wrote, “[n]either the life of an individual nor the history of a society can be understood without understanding both” (p. 3). Throughout this course, we will develop our sociological imaginations and answer questions about social interaction, stratification, and structure.

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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 be able to
- Describe how sociology operates as a science.
- Interpret a 2x2 table.
- Compare the major theoretical perspectives.
- Use the sociological imagination to explain social phenomena.
- Evaluate the ways in which stratification exists within our world.
- Examine the relationship between their individual behavior and the social groups to which they belong (i.e., structure and agency).

RESUME ITEMS
Upon successful completion of this course and all course requirements, you should be able to include the following items on a resume:\(^3\)
- Critical thinking and analytic reasoning
- Knowledge of U.S. cultural values and traditions
- Written communication
- Discuss percentages in a two variable table
- Teamwork skills in diverse groups

I suggest opening a word document with the above items noted and begin keeping a record of the ways in which you practice these skills during this course (and others). At the end of the semester, you will be the best judge as to whether you can demonstrate these skills and talk about them in a job interview. You might also specify your degree of skill: beginner, intermediate, advanced, expert, and so on.

REQUIRED TEXTS
In this course, we will be piloting open education resources. Open education resources are free resources. Lake Land College is testing open education resources in a few courses this fall to see if this could help reduce their textbook expenses, which would be passed onto students through tuition savings. We will be using the Introduction to Sociology Wikibook along with a collection of readings from around the web. The Wikibook is available as a .pdf and .epub and can be downloaded in Canvas under the “Start Here” module or accessed here. Links to all other readings will be posted in Canvas. I encourage you to download the Wikibook so that you can read it offline and can highlight and make notes on it using a tablet computer.

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\(^3\) American Sociological Association. 2009. 21st Century Careers with an Undergraduate Degree in Sociology. Washington DC.
ONLINE RESOURCES
1. **Canvas:** You will turn in your out of class work on Canvas. You will also find most handouts also posted to Canvas. You can also communicate with me through Canvas. All course readings can be found on Canvas.

2. **Social Media:** 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. The hashtag for this course is #soc280. I will tag my tweets with this hashtag and I ask that you do the same. This enables you to search for this course’s tweets, which you could use to review for your exams.

GRADING POLICY
1. **Participation (7% of final grade)**
   Participation will be self-reported and account for 7% of your grade. At the end of each non-exam class meeting, you will complete a participation form.

2. **Attendance (3% of final grade)**
   I will take attendance at the beginning of each class meeting. It is expected that you will stay for the duration of class. Attendance will account for 3% of your final grade. You may miss two classes without penalty.

3. **Activities (60% of final grade):**
   There are a variety of activities you will complete each week over the course of the semester. These activities include an Introduction, Group Discussions, Background Knowledge Probe, four Reading Rating Sheets, three Seeing Sociology assignments, and short individual writing assignments. Complete requirements can be found in the “Sociology Activity Guide.”

4. **Exams (30% of final grade):**
   There are four exams in this course. Your lowest exam score is dropped from your final grade. Exam 4 is a cumulative final exam. **Exam 1 covers You May Ask Yourself chapters 1-6, all related readings in Everyday Sociology, and all information covered in units 1-5. Exam 2 covers You May Ask Yourself chapters 7-11, all related readings in Everyday Sociology, and all information covered in units 7-10. Exam 3 covers You May Ask Yourself chapters 12-16 and all related readings in Everyday Sociology. Exam 4 is a comprehensive final exam and covers all course material.**

   Further guidelines:
   - Each exam includes 50 multiple choice questions. Any material we cover in class or is assigned is fair game for an exam.
   - There will not be study guides for your exams. If you keep up with the course readings and stay engaged in the classroom, you will have no need for a study guide.
   - Your lowest exam score will be dropped from your final grade.
   - Late exams will not be allowed.

5. **Extra Credit Assessment Survey** due Friday, December 13 at midnight. You will access the survey through Instructure Canvas. 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 a 1% increase in your final grade for completing this survey, regardless of how many answers you get correct. You will need your course section number (SOC 280-11860, 4610, 4613, or 4615) to complete the survey.

The mechanics of all written work:
- All written work must be typed, include page numbers, 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.
- Written work should conform to APA format.
- Keep a back-up copy of your work so you do not lose it.
- No late work will be accepted or accepted elsewhere.
- Each submission will be submitted onto Instructure Canvas by the due date.

Grading Scale:
A 90-100%
B 80-89.9%
C 70-79.9%
D 60-69.9%
F 0-59.9%

**Do not count on your grade being rounded up.**

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 Instructure Canvas login. 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 Instructure Canvas or in-person only. I will respond to your email between 24-48 hours M-F.

Attendance: Attendance accounts for 3% of your grade. 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. You also will earn a participation grade. You can’t participate unless you attend. Finally, you will be expected to work with your classmates during class, making attendance a priority. If attendance is going to be a struggle, please meet with me as soon as possible to determine if this is the best course for you.

Late Work and Exams: All assignments are due by the start of class on their due date. Late work is not accepted. All exams will be taken during the scheduled time unless other arrangements have been made ahead of time.
Policy on Academic Honesty: 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. 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 at http://www.lakeland.cc.il.us/studenthandbook/detail.cfm?id=30.

Withdrawals: A student may drop a course through Dec. 5, 2013. A grade of “W” will be recorded for the dropped course.

Disabilities: Students with some special reason for modified testing procedures or note-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.

Technical Assistance: I am not tech support. Please contact The Center at (217) 234-5439 or ctpd@lakeland.cc.il.us. You can also use the Help feature in Canvas to answer many of your technical questions.

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 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.

READING LIST INFORMATION & COURSE SCHEDULE
Please do not freak out when you see the reading list. Using open education resources means that we will be using readings from a variety of sources instead of just one or two textbooks. Some of the readings are long (the longest is 15 pages). Most are quite brief (1-2 pages).

I have entered the list of each unit’s reading under the unit module. Those readings that begin with “Wiki” are part of the Wiki textbook, which can be downloaded and read offline. The rest of the articles will need to be read online or can be downloaded and read offline or even printed out.

The articles are hyperlinked so you can click right on the title and you will be taken to the website with the article. A few of the articles will be accessed through Lake Land College’s Library. You will need to sign into the library with your student ID and password to access those articles.

I have left this file as a .doc so that you can edit it and add your reading notes to it if you would like. Each unit will also have a Unit Guide that contains space for making notes and includes questions to help you make connections among the readings. I only have the first 3 units of those guides complete, so be patient if you plan to work ahead.

If you come across any apps that work well on Android devices for reading, please let me know (smedleyrath@lakeland.cc.il.us via email or @learnsociology on Twitter) so I can share them with the rest of the class. I primarily use an iPad and like GoodReader to make notes on .pdf files (like the Wiki book).

August 22

Activity #1 Due

August 27

Activity #2 Due

The Phantom Menace of Sleep Deprived Doctors
Biography + History = Opportunity
College May Become Unaffordable for Most in U.S.
Wiki: Introduction to Sociology/Introduction
August 29

Wiki: Introduction to Sociology/Sociological Theory
What’s the Problem with a Little Mompetition?

September 3

Suicide in the U.S. Statistics and Prevention
The Perils of Drunk Walking: A New Marketplace Podcast

September 5

Activity #3 Due
Activity #4 Due

What’s Logic Got to Do, Got to Do with It?
Wiki: Introduction to Sociology/Sociological Methods
Can Sociologists Hurt People?

September 10

Activity #5 Due

Subculture: The Example of Bonnaroo
Does Your Language Shape How You Think?
What Does a “Thumbs Up” Mean in Iraq?
Body Ritual Among the Nacirema
The Overspent American

September 12

‘Where Children Sleep’: Around the World Tour of Children’s Bedrooms
What I Eat: Around the World in 80 Diets
China’s Bourgeoning Coffee Culture
American Indian Schools Haunt Many
Cultural Patterns and Geographic Terms
Bid in France to Add Courses in English Raises Fear for Language
September 17

Activity #6 Due
Activity #7 Due

The Girl in the Window
Socialization & the Advantages of Being a 2nd Generation Student
Wiki: Sociological Theory/Symbolic Interactionism
Rehab, Labeling, and Deviance
Laughing at Disability: Diabetes and Mental Disability On "It's Always Sunny in Philadelphia"
The Sick Role Conflict
Facebook: Front Stage, Back Stage, and Comparing Ourselves to Others
Gendered Language in TV Toy Commercials
Sociological Theory/Ethnomethodology
Trayvon Martin and the Thomas Theorem
Wiki: Introduction to Sociology/Groups
Job Mobility and Social Ties
Beyond Bowling Alone
McDonald's to Look Like Starbucks

September 19

Activity #8 Due

Wiki: Introduction to Sociology/Deviance
Gang Leader for a Day (excerpt)
Solidarity: What Brings Us Together

September 24

Social Structure and Anomie
On Being Sane in Insane Places
Becoming a Marijuana User
Key Idea: Hirschi's Social Bond/Social Control Theory

September 26

Activity #9 Due
October 1

No class

October 3

Exam 1

October 8

The Gap Between the Life Expectancy of the Rich and Poor is Increasing
The Correlation Between Income and SAT Scores
Chapter 1. Bourgeois and Proletarians
Wiki: Introduction to Sociology/Stratification
Shadowy Lines that Still Divide
Book Calls Class Inequalities a Problem for 21st Century
In Climbing Income Ladder, Location Matters
Concentrations of Rural Poverty
Poverty
Life at the Top in America Isn't Just Better, It's Longer
Class Differences in Spending on Children

October 10

Activity #10 Due

October 15

Poverty in the United States
Nickel and Dimed Excerpt
Privilege (excerpt)

October 17

Activity #11 Due

David Reimer The Boy Who Lived as a Girl
Introduction to Sociology/Gender
Child Pageants and the Performance of Gender
"I Like All the Colors": Gender Policing Children
Global Women's Progress Report

October 22

Activity #12 Due

How Does Gender Play a Role in the Earnings Gap? An Update
Empowering Women in Business
Title IX: Fast Facts
Bias Persists Against Women in Science
Kinsey's Heterosexual-Homosexual Rating Scale
Does Finger Size Revial Sexual Orientation?
The Invention of Heterosexuality (excerpt)

October 24

Barack Obama as Our First Asian American President?: Part I
Elizabeth Warren, Scott Brown, and the Myth of Race
Optional Ethnic Identities
Creating a "Latino" Race
White Privilege
"Nude," Racial Marginalization, and the Wedding Industry
Non-White Centric Uses of Terms Like “Nude”
Of Our Spiritual Strivings
What is a Minority Group?
Assimilation as a Condition of Citizenship for American Indians
Muslims in America
A Brief History of the Beef Against Women Reading

October 29

Our Town Lacks Racial Diversity "Because There are No Jobs"
The Crime of Genocide
The Accidentally Color-Blind Racist
I'm Not Racist, I'm Colorblind
Same as it Ever Was: Institutional Discrimination in Housing
When English is the Rule at Work
Resistance to Halloween Costumes
Heightism in Action
October 31

Activity #13 Due
Activity #14 Due

Wiki: Introduction to Sociology/Health and Medicine
Viewpoint: Defining Obesity as a Disease May Do More Harm Than Good
A.M.A Recognizes Obesity as a Disease
Who's Fat? New Definition Adopted
Racial Bias Among Doctors Linked to Dissatisfaction with Care, Report Says
Lack of Black Doctors Traced Primarily to Pre-College Factors, Study Finds
The Miracle Woman (Henrietta Lacks Excerpt)
The DSM IV & The Medicalization of Behavior
Malaria: Epidemic on the Run
Why is American Health Care so Ridiculously Expensive?
Oscar Pistorious Makes Olympic History
Facts About the Americans with Disabilities Act
Playing Disabled

November 5

Exam 2

November 7

Wiki: Introduction to Sociology/Family
The Radical Idea of Marrying for Love (chapter 1)
Unequal Childhoods (chapter 1)
The Connection Between Unemployment and Unmarried Parents

November 12

Activity #15 Due

The Family and Medical Leave Act
Day Care and Behavior Problems, Unlinked
Child Care Costs on the Upswing, Census Bureau Reports
Covering the Rising Cost of Long-Term Care
She Minds the Child, He Minds the Dog
The Pecking Order (excerpt)
November 14

No Dentist Left Behind
Vocation or Exploration? Pondering the Purpose of College
Who Needs Philosophy? Colleges Defend the Humanities Despite High Costs, Dim Job Prospects

November 19

Activity #16 Due
Activity #17 Due

How America’s Two-Tiered Education System is Perpetuating Inequality
Why Men are More Likely to Drop Out
Savage Inequalities (chapter 1)
Education Gap Grows Between Rich and Poor, Studies Say
Grouping Students By Ability Regains Favor in Classroom
Research Review: Teacher’s Expectations Matter

November 21

Activity #18 Due

Wiki: Introduction to Sociology/Economy
The Growth of Monopoly Power
The Oligopoly Problem
An Unequal Opportunity Recession
Adjunct Nation

November 26

Wiki: Introduction to Sociology/Politics
Steve Jobs and the Routinization of Charisma
Four Decades After Milgram, We Are Still Willing to Inflict Pain
What Other People Say May Change What You See
The New Power Elite
Social Cohesion and Bohemian Grove
What to Expect from Mom and Dad
Putting the McDonald’s Back Into McDonaldization

November 28
No Class – Thanksgiving Break

December 3

Activity #19 Due

Wiki: Introduction to Sociology/Religion
Megachurches

December 5

Activity #20 Due
Activity #21 Due

December 10

Exam 3

December 17 (10:15-12:15)

Exam 4

That’s it! See, I told you it wouldn’t be that scary. 😊

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