

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:¹



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 Mills² ([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.

¹Wikipedia. 2013. “File:Students pledging allegiance to the American flag with the Bellamy salute.jpg.” Retrieved August 19, 2013 (http://en.wikipedia.org/wiki/File:Students_pledging_allegiance_to_the_American_flag_with_the_Bellamy_salute.jpg).

² C. Wright Mills. [1959] 2000. *The Sociological Imagination*. New York City: Oxford University Press.

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

1. Critical thinking and analytic reasoning
2. Knowledge of U.S. cultural values and traditions
3. Written communication
4. Discuss percentages in a two variable table
5. 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.

ONLINE RESOURCES

1. **Canvas:** This course will be taught entirely on Canvas. I have organized the course into Modules. You should complete all material under each Module. You will find

³ American Sociological Association. 2009. *21st Century Careers with an Undergraduate Degree in Sociology*. Washington DC.

links to assignments, audio recordings, and additional readings that are not listed in the Course Schedule of this syllabus. I have created Unit Guides for each unit that will provide an outline of the unit's materials.

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. **Activities (70% 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, a Background Knowledge Probe, four Reading Rating Sheets, three Seeing Sociology assignments, group discussions, and short individual writing assignments. Complete requirements can be found in the "Sociology Activity Guide."
2. **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.
 - Each exam is open-book and open-note.
 - Each exam is timed. For Exams 1-3, you will have 75 minutes to complete your exam once it is opened. You will have 120 minutes to complete Exam 4 once it is opened.
 - Your lowest exam score will be dropped from your final grade.
 - Late exams will not be allowed.
 - Collaboration on the exams is not allowed and will result in a failing grade in the course. You should direct any questions about the exam to me, your instructor. You should not discuss the exam with any of your classmates until the exam due date has passed. You are to take the exam on your own without help from any other person.
3. **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 is not figured as a separate grade in this course. You are expected to contribute periodically to group discussions as part of your grade. You should plan to log into our classroom 2-3 times a week. You should expect to spend 9-12 hours each week on this course. Block off time on 4-7 days to devote to this class.

Late Work and Exams: All assignments are due by midnight Central Standard Time 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. We will not accept any discrimination, intimidation, or harassment of fellow students.
2. Remember, just because something does not apply to you, does not make it any less true. Keep an open mind.

ADDITIONAL INFORMATION FOR THIS COURSE

- Each week you will complete a Module in Instructure Canvas. You should complete all materials under that unit by the due date listed below, which is usually on a Wednesday. You should not wait until Wednesday to complete your work.
- There are 3-5 audio recordings for each unit that you are expected to listen to. These audio files guide you through any additional links, homework, or ungraded assignments in the module. Each recording is between 5-20 minutes in length.
- You are more than welcome to work ahead, but once a due date has passed, you can not go back and submit the work. If you miss a unit, you will have to complete that work before you can move onto the next unit.
- You must complete the units in order. If you miss a unit, you will have to complete it before the next unit opens in Canvas.

- Readings are listed in Canvas as assignments. These are ungraded and serve as a reminder to you to do them before completing the rest of the activities in the module unit.

COURSE SCHEDULE

The course schedule below only indicates when activities and exams are due. You will have reading to do and audio recordings to listen to every week except those weeks when there is an exam. The reading list is after this schedule.

Module Unit	Due Date	What's Due?
1	Aug. 28	Activity #1
		Activity #2
2	Sept. 4	Activity #3
		Activity #4
3	Sept. 11	Activity #5
4	Sept. 18	Activity #6
		Activity #7
5	Sept. 25	Activity #8
6	Oct. 2	Activity #9
		Exam 1
7	Oct. 9	Activity #10
8	Oct. 16	Activity #11
9	Oct. 23	Activity #12
10	Oct. 30	Activity #13
11	Nov. 6	Activity #14
		Exam 2
12	Nov. 13	Activity #15
13	Nov. 20	Activity #16
		Activity #17
14	Nov. 27	Activity #18
15	Dec. 4	Activity #19
16	Dec. 11	Activity #20
		Exam 3
Final	Dec. 16	Exam 4 (Final)

READING LIST AND INFORMATION

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 (under "Start Here" module on Canvas or [here](#)). 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).

Unit 1 Reading

[The Phantom Menace of Sleep Deprived Doctors](#)

[Biography + History = Opportunity](#)

[College May Become Unaffordable for Most in U.S.](#)

[Wiki: Introduction to Sociology/Introduction](#)

[Wiki: Introduction to Sociology/Sociological Theory](#)

[What's the Problem with a Little Mompertition?](#)

Unit 2 Reading

[Suicide in the U.S. Statistics and Prevention](#)

[The Perils of Drunk Walking: A New Marketplace Podcast](#)

[What's Logic Got to Do, Got to Do with It?](#)

[Wiki: Introduction to Sociology/Sociological Methods](#)

[Can Sociologists Hurt People?](#)

Unit 3 Reading

[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](#)

[‘Where Children Sleep’: Around the World Tour of Children’s Bedrooms](#)

[What I Eat: Around the World in 80 Diets](#)

[China’s Burgeoning Coffee Culture](#)

[American Indian Schools Haunt Many](#)

[Cultural Patterns and Geographic Terms](#)

[Bid in France to Add Courses in English Raises Fear for Language](#)

Unit 4

[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](#)

[Sociological Theory/Ethnomethodology](#)

[Trayvon Martin and the Thomas Theorem](#)

[Wiki: Introduction to Sociology/Groups](#)

[Job Mobility and Social Ties](#)

[Beyond Bowling Alone](#)

Unit 5 Reading

[Wiki: Introduction to Sociology/Deviance](#)

[Gang Leader for a Day \(excerpt\)](#)

[Solidarity: What Brings Us Together](#)

[Social Structure and Anomie](#)

[On Being Sane in Insane Places](#)

[Becoming a Marijuana User](#)

[Key Idea: Hirschi's Social Bond/Social Control Theory](#)

Unit 6

No Readings

Unit 7 Reading

[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](#)

[Poverty in the United States](#)

[Nickel and Dimed Excerpt](#)

[Privilege \(excerpt\)](#)

Unit 8 Reading

[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](#)

[How Does Gender Play a Role in the Earnings Gap? An Update](#)

[Empowering Women in Business](#)

[Title IX: Fast Facts](#)

[Kinsey's Heterosexual-Homosexual Rating Scale](#)

[Does Finger Size Reveal Sexual Orientation?](#)

[The Invention of Heterosexuality \(excerpt\)](#)

Unit 9 Readings

[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](#)

[Of Our Spiritual Strivings](#)

[What is a Minority Group?](#)

[Assimilation as a Condition of Citizenship for American Indians](#)

[Muslims in America](#)

[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](#)

Unit 10 Readings

[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 Miricle 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](#)

Unit 11 Readings

No Readings

Unit 12 Readings

[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](#)

[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 \(excerpt\)](#)

Unit 13 Readings

[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](#)

[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](#)

Unit 14 Readings

[Wiki: Introduction to Sociology/Economy](#)

[The Growth of Monopoly Power](#)

[The Oligopoly Problem](#)

[An Unequal Opportunity Recession](#)

[Adjunct Nation](#)

[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](#)

[The Power Elite: Connections Between Business and Politics in the U.S.](#)

[What to Expect from Mom and Dad](#)

[Putting the McDonald's Back Into McDonaldization](#)

Unit 15 Readings

[Wiki: Introduction to Sociology/Religion](#)

Unit 16 Readings

No Readings

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.