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:\(^1\)

![Photo of students pledging allegiance with the Bellamy salute](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

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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\textsuperscript{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.

**COURSE DESCRIPTION**

Introduction to the concepts and methods of sociology with a focus on American society as well as global issues.

**LEARNING OUTCOMES**

At the completion of the course, the student will be able to

- Describe how sociology operates as a science.
- Interpret data.
- 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).
- Identify sociological concepts using real world examples.
- Demonstrate visual literacy skills.

**GENERAL EDUCATION LEARNING OUTCOMES**

SOC 100, Introduction to Sociology, is one of many courses you will take as part of your undergraduate general education requirements.

S100 is one of several introductory social or behavioral courses that are designed to give students opportunities to learn to do the following:

1. Explain the methods of inquiry used by social or behavioral scientists.
2. Explain behaviors using social or behavioral science concepts.
3. Explain the factors that influence how different societies organize themselves.

S100 is also one of many courses which has been approved as meeting the cultural diversity requirement of your general education at IU Kokomo. As such, it will provide you opportunities to meet the following goals:

1. Students will demonstrate knowledge about diverse cultures, behaviors, systems, or societies.
2. Students will analyze the interconnectedness of global and local concerns.

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 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 TEXT & MATERIALS
2. Additional readings are on Canvas.
3. 3-Ring Binder (perhaps two)
4. Clicker/QT Device: RCQR-01 (and spare AAA batteries)

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.
2. Module Guides: On Canvas you will find module guides for this course. You should print these out and keep them in a 3-ring binder. Use these guides to take notes in class and while you complete the assigned readings.

GRADING POLICY

Participation and Attendance (10% of final grade)
Participation will be self-reported and account for 10% of your grade. At the end of each class meeting (excluding the final), you will use your Turning device to indicate your participation using the following criteria:

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Present</td>
</tr>
<tr>
<td>2</td>
<td>Answered clicker questions and was present</td>
</tr>
<tr>
<td>3</td>
<td>Completed in-class writing, answered clicker questions, and was present</td>
</tr>
<tr>
<td>4</td>
<td>Worked with classmates, completed in-class writing, answered clicker questions, and was present</td>
</tr>
<tr>
<td>5</td>
<td>Contributed to overall class discussion, worked with classmates, completed in-class writing, answered clicker questions, and was present</td>
</tr>
</tbody>
</table>

Please note:
- **Clicker questions, in-class writing, and working with classmates may not be part of every class meeting. I will verbally explain how to adjust your scores to reflect this.**
- You will earn partial Participation/Attendance credit for arriving to class late or leaving class early.
- I reserve the right to adjust your Participation/Attendance score based on performance.
- You may miss two class meetings without penalty.
- Keep in mind, that 5 reflects outstanding contribution to participation and attendance. Not everyone will be able to earn a 5 during every class meeting.
- Participation and attendance are recorded using the clicker device. You may use paper one time to document your participation and attendance.

- **Seeing Sociology (40% of final grade)**
  This is a group assignment and presentation which has you take photographs and give sociological tweetable captions to the photos. Complete instructions for this assignment can be found on Canvas. Late Seeing Sociology submissions will not be accepted.

- **Quizzes (20% of final grade)**
  There is a quiz for each Module (15 total). You can take each quiz up to three times, with your highest score recorded. The quizzes will be taken in Canvas. Each quiz is open for ten minutes. Quizzes 01 through 06 are due by the start of class on the day of the midterm exam. Quizzes 07 through 15 are due by the start of class on the day of the final exam.

- **Exams (30% of final grade)**
  There is a Midterm exam and a Final exam. The Midterm exam covers material up to the Midterm exam date. The Final exam covers material since the Midterm exam and up to the Final exam date. Each exam will include 75 multiple choice questions and will be taken in-person.

- **Bonus (+3% of final grade)**
  Within the PowerPoint presentations, there a number of bonus questions you can answer with your Turning device. Bonus questions can only be answered using the Turning device (no paper submissions).

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>92-97.9</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-91.9</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88-89.9</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>82-87.9</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-81.9</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-79.9</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>72-77.9</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-71.9</td>
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<tr>
<td>D+</td>
<td>68-69.9</td>
<td></td>
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<tr>
<td>D</td>
<td>62-67.9</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60-61.9</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59.9</td>
<td></td>
</tr>
</tbody>
</table>

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

Email: You need to use your Indiana University Kokomo email account or Canvas to communicate with me. Make sure that you include your course name and section number in the subject of your email. This way, I can quickly best address your concern. I will not discuss grades via email. I will discuss your grade in Canvas or in-person only. I will respond to your email between 24-48 hours M-F.

Attendance and Participation: Attendance and Participation account for 10% of your grade (see Grading Policies). 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 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. University-Sanctioned Activities, Religious Holidays, and Medical Hardships

Students who must miss class due to university-sanctioned activities or religious holidays must arrange to make up in-class work and submit any out-of-class work ahead of time. Make-up work will not be allowed after the missed class. Make-up work due to medical hardship will be dealt with on a case-by-case basis.

Late Work and Exams: All assignments are due by the start of class on their due date on Canvas. If extenuating circumstances prevent you from taking an exam during its scheduled time, you need to contact me immediately to make other arrangements, if I determine the circumstances were in fact extenuating. All exams must be taken within 48 hours of their scheduled time.

Electronic Devices (e.g., cell phones, laptops, tablets):
2. 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.
3. You are not allowed to take photographs of any of the course materials (i.e., PowerPoint slides, exams).
4. Laptops and tablets may only be used if you have documentation requiring these devices. Studies⁴ show that students who make notes on a computing device learn and retain less.

Violation of these policies may result in you being asked to leave class that day or removed from the class permanently.

Clickers: You are expected to bring your clicker to every class meeting. Beginning in Week 3, all clicker questions must be submitted via the clicker, though you may use

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paper once. If a clicker is a financial hardship, please contact me as soon as possible to discuss a solution.

**Policy on Academic Honesty:** Academic misconduct includes cheating, fabrication, facilitation, interference, plagiarism, violation of course rules. Response to academic misconduct on coursework shall be per school policy with the following faculty options:

- resubmit assignment, paper or project
- retake exam
- complete additional assignment, course work, exam or paper
- lower grade on assignment, exam, or paper involved
- failing grade on assignment, exam, or paper involved
- required to withdraw from course with W or F, at faculty member’s discretion

Additional penalties may be imposed by the department or the dean of students. If in doubt, ask. If quoting material, any repetition of three or more words should be included in quotations and citations should be used.


**Withdrawal Dates:** See Academic Calendar at [http://www.iuk.edu/registrar/deadlines-spring.php](http://www.iuk.edu/registrar/deadlines-spring.php).

**Accessibility:** Students with some special reason for modified testing procedures, note-taking procedures, or other accommodations should contact me as soon as possible so appropriate arrangements can be made. Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as possible if accommodations are needed. Find your office at: [http://ada.iu.edu/students/index.shtml](http://ada.iu.edu/students/index.shtml) Students who need accommodations at IUK should call or email to schedule an appointment with the Coordinator of Accessibility Services (765-455-9301 or disserv@iuk.edu). More information is available at [http://www.iuk.edu/admin-services/disability-services/](http://www.iuk.edu/admin-services/disability-services/).

**Technical Assistance:** I am not tech support. Please contact UITS@IU Kokomo at (765) 455-9315 or kohelp@iu.edu.

- For Canvas assistance: You can also use the “Help” feature in Canvas to answer many of your Canvas-technical questions.

**Title IX Statement:** As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy
prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with Beth Barnett, Room KC234, Kelley Student Center, 765-455-9553. **More information about available resources can be found here:** http://stopsexualviolence.iu.edu/help/index.html

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus’ Deputy Title IX Coordinator or IU’s Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student’s privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

I encourage you to visit stopsexualviolence.iu.edu to learn more.

**How do I view assignment feedback comments from my instructor using Crocodoc annotations?**

*Canvas recently introduced a new page design called the New Canvas User Interface (UI). Depending on your Canvas view, your page design may vary from the images shown in this lesson. However, the functionality and location of the components remain the same.*

On the assignment submission details page, some of your graded assignments may appear as file upload attachments that include a View Feedback button. Instead of leaving comments directly on the assignment, your instructor may choose to include comments directly in the assignment using annotations, or inline comments. These comments are made using Crocodoc, which you can also use to reply to any comments or make your own annotations.

Some browsers may not initially render comments correctly when viewing feedback. If your browser includes a built-in PDF viewer, select the option to view the PDF in the system viewer. You can also download PDF files with comments to view on your computer. To view downloaded PDF files, you must have Adobe Reader installed on your device. To print annotations, you must enable commenting as part of the PDF print options.

**Note:** If the assignment attachment displays a Preview button instead of the View Feedback button, your file is not Crocodoc compatible and will not include any annotated comments.

See more: https://guides.instructure.com/m/4212/l/352349-how-do-i-view-assignment-feedback-comments-from-my-instructor-using-crocodoc-annotations
Quiz and Exam Feedback: Quiz answers will not be revealed within Canvas. To learn what you missed, you will need to contact me directly. Exams will not be handed back in class. You will need to set up an appointment with me to review your exam results.

Course Copyright: You do not have permission to share, sell, copy, or republish any course materials electronically or by any other method. To do so, constitutes theft. They are for your use in this course.

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.
Consequences: you may be asked to leave class that day.

COURSE SCHEDULE

It is expected that you will have completed the readings and assignments by the start of class on the date listed. Readings outside of Schaefer are available on Canvas and are hyperlinked in the electronic version of this syllabus.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Date</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding Sociology</td>
<td>Jan. 11</td>
<td>Schafer: Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Phantom Menace of Sleep Deprived Doctors</td>
</tr>
<tr>
<td>1</td>
<td>MLK Day</td>
<td>Jan. 16</td>
<td>No Class</td>
</tr>
<tr>
<td>2</td>
<td>Sociological Research</td>
<td>Jan. 18</td>
<td>Schafer: Chapter 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jan. 23</td>
<td>No reading</td>
</tr>
<tr>
<td></td>
<td>Seeing Sociology Introduction</td>
<td>Jan. 25</td>
<td>No reading Bring a copy of the Seeing Sociology instructions to class Bring a camera to class (camera phone is fine)</td>
</tr>
<tr>
<td>3</td>
<td>Culture</td>
<td>Jan. 30</td>
<td>Schafer: Chapter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feb. 1</td>
<td>Does Your Language Shape How You Think?</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Date</td>
<td>Reading/Note</td>
</tr>
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<tr>
<td>4</td>
<td>Socialization and the Life Course</td>
<td>Feb. 6</td>
<td>Schafer: Chapter 4 Socialization &amp; the Advantages of Being a 2nd Generation Student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Schafer: Chapter 5</td>
</tr>
<tr>
<td>5</td>
<td>Social Interaction, Groups, and Social Structure</td>
<td>Feb. 8</td>
<td>Schafer: Chapter 14 (p. 341-342: Section on “Power and Authority”)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Sick Role Conflict</td>
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<tr>
<td></td>
<td></td>
<td>Feb. 13</td>
<td>Putting the McDonald's Back Into McDonaldization</td>
</tr>
<tr>
<td>6</td>
<td>Deviance, Crime, and Social Control</td>
<td>Feb. 15</td>
<td>Schafer: Chapter 7</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Seeing Sociology Step 1 Due</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Six Social Sources of the U.S. Crime Drop</td>
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<tr>
<td></td>
<td></td>
<td>Feb. 20</td>
<td>No Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feb. 22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Midterm Exam</td>
<td>Feb. 27</td>
<td>Module 01-06 Quizzes Due by 11:15 am</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>7</td>
<td>Inequality</td>
<td>Mar. 1</td>
<td>No Reading</td>
</tr>
<tr>
<td>8</td>
<td>Stratification and Social Mobility in the United States</td>
<td>Mar. 6</td>
<td>Schafer: Chapter 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mar. 8</td>
<td>Schafer: Chapter 14 (p. 336-340) Income Gap, Meet the Longevity Gap</td>
</tr>
<tr>
<td></td>
<td>Spring Break</td>
<td>Mar. 13</td>
<td>No Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mar. 15</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Racial and Ethnic Inequality</td>
<td>Mar. 20</td>
<td>Schafer: Chapter 10</td>
</tr>
<tr>
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<td></td>
<td>Mar. 22</td>
<td>Our Town Lacks Racial Diversity &quot;Because There are No Jobs&quot;</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>The Crime of Genocide</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Rwanda Genocide: 100 Days of Slaughter</td>
</tr>
<tr>
<td>10</td>
<td>Stratification by Gender</td>
<td>Mar. 27</td>
<td>Schafer: Chapter 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;I Like All the Colors&quot;: Gender Policing Children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mar. 29</td>
<td>No Reading</td>
</tr>
<tr>
<td>11</td>
<td>Health</td>
<td>Apr. 3</td>
<td>Schafer: Chapter 15 (p. 364-378)</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Dates</td>
<td>Notes</td>
</tr>
<tr>
<td>------</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>The Family and Human Sexuality</td>
<td>Apr. 5</td>
<td>Schafer: Chapter 12</td>
</tr>
</tbody>
</table>
|      |                              | Apr. 10     | Schafer: p. 92-96 Unequal Childhoods (chapter 1)  
|      |                              |             | Kinsey's Heterosexual-Homosexual Rating Scale |
| 13   | Education                    | Apr. 12     | Schafer: Chapter 13 (p. 318-330)           |
|      |                              | Apr. 17     | Vocation or Exploration? Pondering the Purpose of College |
| 14   | Religion                     | Apr. 19     | Schafer: Chapter 13 (p. 306-317)           |
|      |                              |             | Seeing Sociology Step 2 Due                |
| 15   | Social Change                | Apr. 24     | Schafer: Chapter 16                        |
|      | Wrap-Up                      | Apr. 26     | Seeing Sociology Step 3 & 4 Due            |
|      | Final                        | May 1 (11:30-1:30) | Module 07-15 Quizzes Due by 11:15 am   |
|      |                              |             | Final Exam                                 |

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