“The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom”

Bell Hooks - - *Teaching to Transgress: Education as the Practice of Freedom*

**Professor:** Keri Diggins  
**Phone Number:** Not only is this a summer course, but it is also strictly taught online. I will not be on campus during the summer. Aside from email, I prefer you contact me on my cell phone rather than leaving a message on my office phone. My cell phone number is 774-696-8074  
**Email Address:** keri.diggins@scottsdalecc.edu

**NOTE:** I can be an excellent resource for assisting you with course material. If you are having any difficulties in class, or would simply like some assistance or extra help, please contact me. For some students, an online course can be more challenging than a course taken in the classroom. If you find the course challenging, please do not get discouraged, I am here to help. I provide my cell phone number to you for a reason. Additionally, please do not feel uncomfortable contacting me on my cell phone. One more thing, I will be home visiting family in Massachusetts for most of the duration of the course. There is a three hour time difference. I ask that you call between 6am and 6pm AZ time, which will be between 9am and 9pm Eastern Time.

*Within the first three days of class, please send me a preferred contact email address, a contact phone number where I can best reach you (if I need to), and confirm that you can hear and/or listen to the AUDIO FILES located in the lesson plans in the Modules Tab in Canvas. Please be sure to read the 1st Announcement posted to the class in the Announcements Tab in Canvas as the announcement explains the audio files. IF ALL THREE PIECES OF INFORMATION ARE NOT RECEIVED BY JUNE 21st AT 8PM, YOU WILL BE WITHDRAWN AND WILL NOT BE REINSTATED. The reason for this deadline is because it is the full refund date and SCC policy.*

**Textbook**  
Other Readings: Available in Canvas
Course Description

Welcome to the study of sociology! I am excited that you have chosen to spend the semester studying human social behavior from a perspective that may be quite different from the one you typically use. This course is a broad overview of the discipline of sociology. As an introductory course, we will survey the major principles and methods of sociology. The following topics will be covered: the sociological imagination, sociological theory, the scientific research process, the concept of culture, the process of socialization, social groups, social inequality, social institutions, and deviance.

Course Objectives

This course will introduce the student to the sociological perspective. This enables one to develop an awareness of how forces in society affect and shape one’s life. The person who satisfactorily completes the course will have a clearer, broader understanding of the social world and their place in it. Essentially, this course is designed to acquaint you with the fundamental concepts and theories surrounding the field of sociology. It is designed to provide you with a deeper understanding of the nature and dynamics of social relations. It is designed to provide you with an elementary understanding of the processes of human social life through the theories, methods, and research findings of sociological inquiry. The purpose is to help you to establish a perspective that will enable you to better understand the social world around you. Such a framework will offer you insights into your own social experiences, as well as assist you in analyzing the social and cultural settings and processes that influence your thoughts, feelings, and actions. In this course, you should develop what the late sociologist C. Wright Mills called the “sociological imagination”.

Mills wrote:

“Neither the life of an individual nor the history of a society can be understood without understanding both. What man needs ... is a quality of mind that will help him to use information and to develop reason in order to achieve lucid summations of what is going on in the world and of what may be happening within himself. It is that quality of mind, I am going to contend, that ... may be called the sociological imagination. The fruit of this imagination - - and the first lesson of the social science that embodies it - - is the idea that the individual can understand his own experience and gauge his own fate only by locating himself within his period that he can know his own chances in life only by becoming aware of all individual relations between the two within society. That is its task and its promise” (C. Wright Mills, 1959, The Sociological Imagination, New York: Oxford University Press, pp. 3-6).

I encourage you to keep this statement in mind from the beginning to the end of this course. You should develop a sociological perspective on your own social experience and be able to comprehend how your actions, thoughts, and feelings are shaped by influences in the society and culture in which you are apart.
**Instructional Outcomes**
Upon successful completion of the course students will comprehend and have the ability to articulate and apply:

1) sociological terminology  
2) the sociological imagination  
3) the development of sociology as a science and differentiate it from the other social sciences  
4) the contributions of early pioneers of sociology and their contributions to the field  
5) the major sociological theories employed in the discipline and analyze human behavior applying the major theories  
6) the scientific research process and why it is important to sociology  
7) the steps of the scientific method and be able to identify and employ various research designs and their appropriate application to the study of social life  
7) ethics in relation to research outcomes  
8) elements of culture and cultural diversity and be able to demonstrate an understanding of cross-cultural differences  
9) agents of socialization and understand the socialization process  
10) social inequality as it relates to race, ethnicity, sex, gender, age, sexual orientation, etc…  
11) perspectives on various social institutions and be able to demonstrate an understanding of social structure and how it shapes and influences social interactions  
12) explanations for deviance

**Course Organization/Instructional Methodology**
This course is based on online lectures/lesson plans. This format may be supplemented by videos. In regard to the online lectures/lesson plans, they are designed to clarify and expand upon the required class readings. They will not merely repeat what you will read in your text.

**Specifics About the Coursework/Exams and Grading/Course Evaluation**
There are three scheduled exams and an essay. Material for the exams will come from the text, assigned readings, online lectures, and lesson plans.

Examination #1 consists of true-false, multiple choice, short answer, identification, and essay questions. Examination #2 consists of essay questions, short answer, and identification. Examination #3 is a 95 question multiple-choice and 1 short answer examination. This exam is not comprehensive.

| Essay (25%) | Examination #1 (25%) | Examination #2 (25%) | Examination #3 (25%) |

Grading for the essay will be based on construction, organization, content and flow of ideas. Essays should be logical, coherent and well organized. All written work should be typed and handed in the scheduled due date.
Late Assignment/Missed Exam Policy
A student can turn in the essay assignment late (with no excuse), but I reserve the right to deduct points. For every three days the essay is late, a letter grade will be deducted. This deduction occurs immediately - no grace period is allowed unless the student provides a legitimate, verifiable excuse. I strictly enforce this policy!!

Missed tests CAN ONLY be made up if the student contacts me PRIOR TO the next day of class and has a legitimate, verifiable excuse. If I am not contacted within this time period and do not accept the excuse, I reserve the right to give the student a score of a zero on the test. Note: Make-up exams may be of a different format.

Classroom Policies
Certain principles guide behavior in the academic community, no matter what the course is that you are taking. First of all, a personal integrity is critical. Class materials possibly will, at times, generate controversy. Students are expected to respect the viewpoints expressed by others. If you disagree with what someone has said, you are encouraged to express your disagreement but are expected to do so in a civil, respectable, and polite manner. Furthermore, personal integrity means taking responsibility for one’s thoughts and words and taking initiative to catch up if you should fall behind. I expect each student to demonstrate a code of conduct that avoids cheating and plagiarism. I expect the highest standards of academic honesty. It is a violation of academic integrity to submit writing for faculty evaluation that does not reflect your own work. I will strictly enforce college regulations regarding plagiarism and cheating.

Students with Special Needs
Every effort will be made to meet the individual needs and various learning styles of the students in this course. It is of utmost importance that you inform me at the beginning of the course of your particular needs. All information is strictly confidential.

Miscellaneous/Other Notes
I reserve the right to modify the course schedule (including due dates for assignments and exams) by making announcements in the Announcements Tab in Canvas.

Dropping the Course
As we proceed through the course and you come to feel that this course is not working out for you, please take the necessary steps to remove yourself from the course. If you simply stop attending in hopes that I will remedy the situation for you by initiating a withdrawal on your behalf, I WILL NOT. You are responsible for the consequences stemming from attending class or not attending class. You may request a withdrawal up until the withdrawal deadlines. Last Day to Withdraw Without Instructor Signature: In a 5-week course, it is the 12th calendar day. Last Day to Withdraw With Instructor Signature: In a 5-week course, it is the 23rd calendar day. After these dates, if you have not withdrawn yourself, you will receive the grade based on your current average. Please note: Withdrawals will also not be granted in the following instance: Withdrawing from the course because your course average ends up being a high B (say an 88.5) and you ask to withdraw because receiving a B will hurt your 4.0 average or jeopardize being in the Honors Program. I will not process a withdrawal because you did not earn an A in the course. Extra credit opportunities are available in such a case.
Final Words
I look forward to an exciting semester. Sociology is an exciting field of study, and I challenge you to develop a sociological imagination or perspective and to apply it to what you learn in this class. Some of the material presented in this course will challenge your beliefs and values. This is intentional. Adapting a sociological perspective entails looking at the world from a different vantage point than the one you typically use. The perspective requires you to question some things you previously took for granted and to consider explanations for events and arrangements that stray from conventional wisdom. My purpose is not to change your beliefs, but to help you understand why you believe what you do and see the implications and consequences of those beliefs. New evidence and ideas may lead you to change your mind about a number of things, or they may simply convince you that you were right all along. In either case, you must know the evidence. My goal is to present the evidence and to help you develop your sociological imagination.

COURSE CALENDAR
Tentative Scheduling/Vulnerable to Changes
Online lectures/lesson plans are based on the premise that you have completed the reading assignments. Therefore, readings for a topic should be finished prior to the lectures/lesson plans to facilitate learning.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENTS</th>
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| I have set the calendar to reflect a Monday – Friday schedule. | Text: Pages 8-33  
Berger: “Invitation to Sociology” *(Available in Canvas)*  
Henslin: “What is Sociology? Comparing Sociology and the Social Sciences” *(Available in Canvas)*  
Mills: “The Promise of the Sociological Imagination” *(Available in Canvas)*  
ESSAY – DUE JUNE 23rd |
| June 19 – June 23 | Course introduction; review of requirements; what is sociology; history and development of sociology; the sociological imagination/perspective; theoretical perspectives | Text: Pages 8-33  
Berger: “Invitation to Sociology” *(Available in Canvas)*  
Henslin: “What is Sociology? Comparing Sociology and the Social Sciences” *(Available in Canvas)*  
Mills: “The Promise of the Sociological Imagination” *(Available in Canvas)*  
ESSAY – DUE JUNE 23rd |
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<tr>
<th>Dates</th>
<th>Topics</th>
<th>Text</th>
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<tbody>
<tr>
<td>June 26 - June 30</td>
<td>Methods of sociological research; the scientific method; research designs for data collection; ethical questions concerning social research</td>
<td>Text: Pages 34-59 Whyte: “Street Corner Society” (<em>Available in Canvas</em>)</td>
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<tr>
<td>July 3 - July 7</td>
<td>Culture and society; development and elements of culture; norms, values, and sanctions</td>
<td>Text: Pages 60-83 Miner: “Body Ritual Among the Nacirema” (<em>Available in Canvas</em>) Chagnon: “Doing Fieldwork among the Yanoamö” (<em>Available in Canvas</em>)</td>
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**JULY 7**  **FIRST TEST**

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<tr>
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<tr>
<td>July 10 - July 14</td>
<td>Visions of society; socialization; agents of socialization (family, mass media, school, peer group, etc, social groups; organizations, and bureaucracies</td>
<td>Text: Pages 84-107 and 108-133 Irwin: “The Jail as Degradation” (<em>Handout</em>)</td>
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**JULY 14**  **SECOND TEST**

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<tr>
<td>July 17 - July 20</td>
<td>Deviance, deviant behavior and social control</td>
<td>Text: Pages 134-159</td>
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**JULY 20**  **THIRD TEST**