Course and Contact Information

Instructor: Susan B. Murray
Office Location: DMH 211
Telephone: (408) (924-5327)
Email: Susan.murray@sjsu.edu
Office Hours: Tuesday’s 9:00-10:00 a.m., Thursday’s 3:00-4:00 p.m.
Class Days/Time: Tuesday’s and Thursday’s 10:30-11:45
Classroom: Washington Square Hall 207

GE/SJSU Studies Category: GE Area D1

Canvas:
There is a Canvas site for this course and you will be automatically added. Your course exams will be taken in class, but your grades will be posted to Canvas. You will hand in a hard copy of the paper assignment, but you will also be required to upload your paper to Canvas (please note: I will only be grading the hard copy of your paper. Papers which are only submitted electronically to Canvas will not be graded and will not be counted as turned in on time). Paper grades will also be posted to Canvas. You will have timely access to your grades throughout the semester. I will also use Canvas to post important notices and announcements, handouts and assignments, readings, additional information about assignments, and send group email messages should the need arise. I highly recommend that you check Canvas regularly for important messages and announcements and that the email account linked to your Canvas account is an email address that you check regularly. [Canvas Leaning Management System course login website at http://sjsu.instructure.com.](http://sjsu.instructure.com)

Course Description
This course is designed to introduce students to the basic concepts, theories, and methods of sociology. My intention is to give you a broad overview of sociology so that you may then make an informed choice about further study in this discipline. Together we will critically examine the applicability of sociology to everyday life. We will assess the usefulness of a sociological perspective, and the depth of sociological method.
Catalogue Description: How does society affect individual behavior and how does individual behavior affect society? Influence of social institutions and arrangements (family, school, workplace, politics, etc.) on roles, groups, values. Basic sociological theories and methods. Careers, specializations. Required for majors, minors.

GE Learning Outcomes (GELO)

Upon successful completion of this course:

- GELO 1: Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts. [GE] Activities designed to Assist you in meeting this objective:
  - Lectures, readings, class discussions, and exams.
  - Class Exercise: Defining your Historical Moment.
  - Class Exercise: Oppositional Projects: Play & Tell.

- GELO 2: Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them. [GE] Activities designed to Assist you in meeting this objective:
  - Lectures, readings, class discussions, and exams.
  - Class Exercise: A Reading Jigsaw on “What is Racial Dominance.”
  - Class Lecture & Exercise: Liberation Theory & Silent Standup Exercise.

- GELO 3: Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. Activities designed to Assist you in meeting this objective:
  - Lectures, readings, class discussions, and exams.
  - Instructional Video & Discussion: The Stanford Prison Experiments.
  - Film, Reading & Discussion on Hawaiian Sovereignty Movement.

- GELO 4: Students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals. Activities designed to Assist you in meeting this objective:
  - Lectures, readings, class discussions, and exams.
  - Instructional Video & Discussion: Dream Worlds
  - Class Exercise: Sexual Values.
  - Class Exercise: Family Life Show & Tell.

Course Learning Outcomes (CLO)

Upon successful completion of this course:

- CLO 1: Students will be able to identify, explain, and apply four main theoretical positions in Sociology: Feminist, Conflict, Functionalist, and Symbolic Interactionist.
  - Lectures, readings, class discussions, and exams.

- CLO 2: Students will be able to explain and appropriately apply key sociological concepts.
  - Lectures, readings, class discussions, and exams.

- CLO 3: Students will be able to describe and explain the basic dimensions of social inequality and social change in contemporary society.
  - Lectures, readings, class discussions, and exams.

- CLO 4: Students will be able to use your sociological imagination to analyze your own perspective on the social world and explain how you came to possess this outlook.
  - Lectures, readings, class discussions, and exams.
  - Thoughtful self-reflection, discussion, and analysis of all the ideas we cover throughout the semester will provide you the ongoing practice needed to meet this objective.
Required Texts/Readings

Textbook


These books can be purchased at the campus bookstore. I have assigned a wide variety of readings. The reading load varies from week to week, but it is fairly heavy at times. Keep up on your reading.

Other Readings

From time to time other readings will be assigned. These readings or the location where they can be found will be posted to Canvas.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Weekly Readings Assignments: This class has both Required and Recommended reading assignments. For the Required readings you should plan on having them read before coming to class on a particular day. We will work with some of the required readings during class – you will be tested on all of them. Generally I will let you know what you need to prepare for each class session during the session before (usually in the first 10 minutes of class). If we are working with a reading, I expect you to bring the book to class that day.

The Recommended readings are primarily for those of you who are considering sociology as a major. In this case I have selected certain “classic” readings that will benefit you in further study in sociology. While we will not cover these readings directly in class and you will not be tested on them, I encourage you to come and talk with me about any that interest you in particular. If you become a Sociology major I will be with you throughout that journey and this is a good way to establish our intellectual relationship.

Writing Assignment:

Sociological Imagination Paper Assignment (1500 words) Two hard copies of the paper are due in class on April 13th and, you must also upload a copy of your paper to Canvas by 10:30 am on April 13th. Only the hard copy of the paper will be graded. No late papers will be accepted. Failure to turn in a hard copy by 10:30 on April 13th constitutes a late paper. In other words, if you upload your paper to canvas, but fail to turn in a hard copy on the date specified your paper will not be graded. The Assignment for the paper will be posted. Based on instructor feedback, students will have the option to rewrite the paper for credit. The grade for the re-write will replace the previous grade. Final re-writes due May 16th (please include a coversheet with a one paragraph summary of the edits you have made to your paper and the original paper with instructor comments and grade. Rewrites will not be accepted without original paper).

A special note for those of you who feel challenged by the process of writing: One of goals of a “general education” is to teach students to become competent writers. No one learns to write all by themselves. Learning to write is a social process. We learn to write by sharing our work with others, receiving their feedback, and then incorporating those suggestions into our writing. My goal for you is that you leave this class with additional writing skills and more confidence in those skills. For some excellent handouts on specific writing issues see: http://www.sjsu.edu/writingcenter/writingresources
Exams: There will be three multiple choice exams including the final Exam. The material for the exams will be drawn from the class texts, lecture material, and other class events. The goals of the exams are to test both your understanding of core sociological concepts and your ability to apply them. The final exam will be cumulative.

Grading Information

Grades: Your final grades will be determined as follows:

Paper is worth 100 points and represents 25% of your final grade.

Exams are worth 100 points each, and represent 75% of your final grade.

There is no extra credit available in this class.

Final Grades are calculated according to the following percentages:

A+: 100-97; A: 96-93; A-: 92-90; B+: 89-87; B: 86-83; B-: 82-80; C+: 79-77; C: 76-73; C-: 72-70; D+: 69-67; D: 66-63; D-: 62-60; F: anything below 60. A student earning a grade below 60% will not pass the course.

When grading your papers, I assign grades according to the following Grading Criteria:

A+, A, A-
An “A” demonstrates originality, addresses the tasks effectively and uniquely, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.

B+, B, B-
A “B’ may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. It may be generally well organized, uses appropriate examples, displays facility, with a few gaps in argumentation, and demonstrates a good level of writing and knowledge. Completes the task as assigned.

C+, C, C-
A “C” may show a fair level of competence, but may be uneven. It will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

D+, D, D-
A “D” will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence.

If at any time during the semester you need clarification about a specific evaluation or would like to discuss your overall standing in the class --- please come to my office hours.

Classroom Protocol

Classroom Guidelines: The guideword for our classroom is inclusion. All perspectives are welcomed. It is my belief that the discipline of sociology is, in essence, one long conversation. This conversation started some time ago and will continue after our class has ended. For the weeks that we are together, however, we will enter that conversation. We will make that conversation our own, and perhaps will alter its course in the process.

Class Participation: Informed class participation is critical to this course. To engage in “informed participation” you must attend class regularly, come prepared each day having done the assigned readings and having reviewed your notes from the previous class session. Participation may include active listening, note taking, small group discussions, all class discussions, in-class exercises, writing assignments, or occasional “field trips” to on-campus events. In your participation you must demonstrate “analytic interaction with the course materials.” I do not expect you to already know how to do this (although some of you do) this is a skill I
will be helping you build throughout the semester. Please note: If you are someone who misses a lot of classes then this is not an appropriate course for you to take. The only acceptable excuse for missing class is a medical excuse – this must be documented from your doctor or the student health center – no exceptions.

Office Hours: My designated office hours are for you to come and talk with me about this course. Ideally I would like to get to know each one of you and closely follow your progress in the course. With 120 students in this course that might be difficult, and therefore I am counting on you to come and ask me for assistance if you need it.

University Policies
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

SOCI 001 / Introduction to Sociology, Spring 2017, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
<td>1</td>
<td>Jan. 26</td>
<td>An Introduction to the Course and to Sociology</td>
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| 2    | Jan. 31 & Feb. 2 | An Introduction to the Course and to Sociology  
(H) Ch. 1 The Sociological Perspective pp. 1-12.  
Also visit: [http://www.cwrightmills.org/](http://www.cwrightmills.org/)  
Recommended:  
(F) #5. Marx & Engles, “Manifesto of the Communist Party.”  
(F) #44. Weber, “The Protestant Ethic and the Spirit of Capitalism.” |
| 3    | Feb. 7 & 9 | Exploring Sociological Perspectives  
Readings for the week:  
(H) Ch. 1 The Sociological Perspective pp. 12-19.  
Recommended:  
(F) #2. Gaines, “Teenage Wasteland.” |
| 4    | Feb 14 & 16 | Sociological Perspectives & Levels of Analysis  
Readings for the week:  
(H) Ch. 4 Social Structure and Social Interaction, pp. 97-1127.  
(F) #4 Hunter & McClelland, “Theoretical Perspectives in Sociology.”  
(F) #19 Christine Williams, “Shopping as Symbolic Interaction: Race, Class, and Gender in the Toy Store.” Pp. 194-205.  
Recommended:  
(F) #23. Davis & Moore, “Some Principles of Stratification.” |
| 5    | Feb 21 & 23 | Sociological Research Methods  
Reading for the week:  
(H) Ch. 1 The Sociological Perspective pp. 19-36.  
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| 6    | Feb 28 Mar. 2 | **Ethics & Exam 1**  
**Readings for the week:**  
Also visit: [http://www.prisonexp.org/](http://www.prisonexp.org/)  
**Recommended:**  
(F) #7 Schwalbe, “Finding Out How The Social World Works.”  

| 7    | Mar 7 & 9 | **Culture & Popular Culture**  
**Readings for the week:**  
(H) Ch 2 Culture pp. 37-64.  
(F) #11 Glaser, “The Culture of Fear,” 105-113.  
Watch this too: [https://www.youtube.com/watch?v=W9O88BDVUus](https://www.youtube.com/watch?v=W9O88BDVUus)  
(F) #12 Haunani-Kay, “Lovely Hula Hands.” Pp. 113-121.  
See also: [http://www.hawaii-nation.org/](http://www.hawaii-nation.org/)  
**Recommended:**  
(F) #10 Becker, “Culture: A Sociological View” |
| 8    | Mar 14 & 16 | **Socialization to Inequalities: Gender**  
**Readings for the week:**  
(H) Chapter 3 Socialization pp. 65-96.  
(F) #27 Riseman, “Gender As Structure,” p. 291-300.  
(F) #13 Kane, “No Way My Boys are Going to Be Like That,” pp. 121-133  
**Recommended:**  
(F) #12 Lucal, “What it Means to be Gendered Me.” |
| 9    | Mar 21 & 23 | **Socialization to Inequalities: “Race” and Racism**  
**Required Readings::**  
(H) Chapter 9 Race & Ethnicity pp. 263-299.  
(F) #31 Desmond & Emirbayer, “What is Racial Domination?” pp. 338-354  
Watch this too: [https://www.youtube.com/watch?v=oV-EDWzJuzk](https://www.youtube.com/watch?v=oV-EDWzJuzk)  
**Recommended:**  
(F) #25 Shapiro, “Race, Homeownership, and Wealth,” pp. 266-278.  

| 10   | Apr 4 & 6 | **Socialization to Inequalities: Class and Classism**  
(H) Chapter 7 Social Stratification pp. 188-228  
See also Southern Poverty Law Center website: [http://www.splcenter.org/](http://www.splcenter.org/) |
| 11   | Apr 11 & 13 | **Sociology of Family Life and Relationships**  
**Required Readings:**  
(H) Chapter 10 Marriage and Family 300-337  
(F) #43 Hochschild, “The Time Bind.” pp. 491.  
(F) #54 Edin & Kefalas, “Unmarried with Children,” pp. 598.  

**Sociological Imagination Paper: (1500 words) Due: Thursday** Two hard copies of the paper are due in class on April 13th and, you must also upload a copy of your paper to Canvas by 10:30 am on April 13th. Only the hard copy of the paper
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<td>will be graded. No late papers will be accepted. You are being asked to bring two hard copies of your paper to class because one will be turned into the instructor and the other will be read, reviewed, and responded to by another student.</td>
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| 12   | Apr 18 & 20| Sociology of Family Life and Relationships  
Required Readings: see above.  
[EXAM #2, Thursday April 20th] |
| 13   | Apr 25 & 27| Deviance & Questions of Identity  
Readings for the week:  
(H) Ch 6 Deviance pp. 156-185  
| 14   | May 2 & 4  | Campus Climate & Rape Culture  
Readings for the Week  
Plus Campus Climate Readings: TBA |
| 15   | May 9 & 11 | Culture Industry & Dreamworlds IV & Oppositional Projects  
Readings For the Week:  
(F) #38 Klineberg, “Convergence: New Production in a Digital Age, pp. 423436.  
See also MediaWatch Website: http://www.mediawatch.com/?cat=17 |
| 16   | May 16     | Sociology of Education: Where do we go from here?  
Optional Paper rewrite due May 16th (please include a coversheet with a one paragraph summary of the edits you have made to your paper and the original paper with comments and grade. Rewrites will not be accepted without original paper). |
|      | May 22     | Final Exam: Your third and final exam will take place during the scheduled final exam period for this class. Monday, May 22 from 9:45-12:00. |


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