

SOCI 101 Social Theory

SJSU – Fall 2012, 3 units – Sec. 3: TuTh 9-10:15am, DMH 231

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Hours Tues 3-4:30pm, Thurs 3-5:30pm, and by appointment

Course Description

This upper-division course examines the contested intellectual trajectories of “western” sociology since the mid-nineteenth century to recent times. Attending to social and political contexts, we will begin by exploring the contesting perspectives and analysis on modern life offered by early social theorists such as Marx, Weber, and Durkheim. We will consequently focus on the important ways in which these perspectives have been developed, adapted, or displaced by more recent social theories. We will also consider the different understandings of the role of social theory as privileged knowledge, as a tool of social control, and as critical discourse.

We will read, in their own words, some of the pathbreaking theorists who have shaped professional sociology. Thus this course offers you the opportunity to hone your skills in reading, analyzing, comparing, and critically evaluating major social theories. That is, we will be asked to develop your skills of critical analysis and self-expression by synthesizing and applying these thinkers’ ideas, and presenting clear written arguments about our social surroundings.

Very Important Preparation. Completion of SOCI 1 Intro. to Sociology, completion or co-requisite of SOCI 100W Writing Workshop, and junior-level standing. Sociology graduate students may be admitted upon approval of the instructor.

Strongly Recommended. Completion of at least one other sociology courses to appreciate fully the issues and debates discussed in this course.

Suggested Study Commitment. This course equates to 3 hours of classroom contact per week, plus **5 hours of studying** (by reading, reflecting, and doing learning activities) outside of the classroom per week.

Required Course Readings

The required reading load varies from week to week, and it is fairly heavy at times. Please keep up with the readings and pre-class activities:

1. Jones, Pip, Liz Bradbury, and Shaun Le Boutillier. 2011. **Introducing Social Theory, 2nd ed.** Cambridge, UK: Polity Press. ISBN 978-0-7456-3523-1. List Price: \$24.95
2. **Sociology 101: Introductory Readings in Social Theory, Fall 2012, 3rd ed.** Available only at Maple Press (481 E. San Carlos St., 408-297-1000).

My Philosophy of University Teaching and Learning

Academic Excellence and Learning Access For All. In this class, I ask each of you to do a lot of reading, thinking, discussing, and writing and for your thoughtful and respectful engagement with the subject matter. To excel, I expect each of you to work hard.

I pledge that your engagement with these materials should prove a rewarding experience and make every effort to make your learning successful. I will work to be clear, well-organized, fair, accessible, friendly, and enthusiastic to enhance your learning. *I hope you enjoy the course. I personally invite you to visit with me in my office during the semester, whether you find the course demanding or not.*

If you need fair, just, and reasonable course adjustments because of a disability and need enhanced learning access and institutional support, please inform me as soon as possible.

Learning and teaching are complex, endlessly fascinating collaborations. I learn enormous amounts from students, whom I consider colleagues and companions on an intellectual, potentially life-changing journey. My goals for my classes include the development of critical thinking skills, acquiring the ability to work collaboratively, honing the art of applying theoretical concepts to actual historical and contemporary situations, and making connections between what we study and how we live.

Student Learning Outcomes and Activities

What You Can Learn In This Course

The SJSU sociology faculty expects undergraduate majors to gain greater competency in sociological analysis and research skills as concretely stated in the following learning objectives of the B.A. Sociology program. This course provides students some of the necessary knowledge and skills to attain these learning objectives.

B.A. Sociology Program Learning Objectives

By completing the requirements for the B.A. Sociology Program at SJSU, you should be able at the minimum:

1. To recognize the interaction of social institutions and social structures with the behaviors of individuals and social groups
2. To evaluate the impact of social class, gender, race/ethnicity/immigrant status, age, and sexual orientation on people's chances in life, their practices, and attitudes in the U.S.
3. To analyze, explain (orally and in writing), and apply key sociological theories, concepts, and terms to social issues
4. To conduct research using sociological methods to study social problems, and will be able to communicate findings to a wider audience
5. To communicate sociological knowledge using oral, written, and other technologically driven mediums

6. To know how to become critically engaged as part of their roles as citizens in a democratic society

Course Objectives and Relationship to Your Learning and Program Learning Objectives

The course learning objectives, learning activities, and evaluation of student learning are organized to be aligned appropriately with the B.A. Sociology program objectives.

Course Learning Objectives	Teaching & Learning Activities	Evaluating Your Learning	Program Objectives					
			1	2	3	4	5	6
By completing the requirements for this course, you should be able at the minimum:								
1. To understand major theoretical concepts and approaches in sociology, such as drawing from the legacies of Marx, Weber, and Durkheim	Reading, mini-lecture, exercises, discussion, in-class work	Mid-term exam, final exam, analytical report, class presentation	✓	✓	✓			✓
2. To discuss major theoretical debates in sociology such as patterns of social diversity and inequality; the importance of comparative approaches; relations between individuals and groups; processes that underpin social change and social stability	Reading, mini-lecture, exercises, discussion, in-class work	Mid-term exam, final exam, analytical report, class presentation	✓	✓	✓		✓	✓
3. To relate theoretical questions with research strategies and evidence	Reading, mini-lecture, in-class work, discussion	Analytical report, class presentation	✓		✓	✓	✓	
4. To recognize how sociology differs from non-sociological research inquiries	Reading, mini-lecture, exercises, discussion, In-class work	Mid-term exam, final exam, analytical report, class presentation	✓			✓		
5. To gather and synthesize materials from specialized sources on social theory and sociological research. (See handout for additional references at the Library Course Reserves.)	Reading, exercises, discussion, In-class work	Analytical report, class presentation	✓			✓	✓	

Course Requirements, Grading Guidelines, and Assignments

How the Course Will Help You Learn These Things

We will do this through a variety of learning approaches, including active reading, mini-lectures, discussions and activities of various sorts including creative exercises, writing assignments, and exams.

To excel, I expect everyone to:

- **Work hard, be persistent, and seek help** when necessary.
- **Be prepared to participate verbally every class session.** This means that you are familiar with the assigned readings and are able to raise thoughtful questions that encourage an interactive-learning and student-centered discussion. We will seek to improve your participation skills during this course. The prerequisite for such active participation is attendance.
- **Complete required readings, exercises, and assignments on time** — that is, *before coming to class*. Written work should be proofread and edited. Assignments are due at the beginning of class. There will be substantial loss of credit for late work. Do NOT email them to me. Do NOT turn them in to the general sociology office; this is a College of Social Sciences policy. Do NOT submit them in my office.
- **Have thoughtful and respectful** engagement with the subject matter.
- **Practice academic integrity and own your intellectual work.** Academic dishonesty such as plagiarism and cheating violates university regulation. It will not be tolerated. Do give proper acknowledgment to ideas, facts, and arguments that you did not initially construct or demonstrate. This applies to in-class discussions and all written work. Notwithstanding this warning, you are strongly encouraged to discuss the class readings with students in or out of class, but acknowledge the ideas you received from others regardless of how casually you come to such ideas.

The satisfactory completion of the following requirements determines your overall grade in this course. To pass, you need to complete all requirements. To limit student competition, there is no class “curve.”

30% Analytical Creativity demonstrated by:

- a. Solid & regular participation in discussions on the readings & theories,
- b. Preparatory assignments and in-class activities, and
- c. Unannounced quizzes on the readings

Required readings and in-class activities provide introductory insights and important details on social theorists and their theories. ***Take good notes as you read.*** *Please bring your notes and readings to class so we can discuss them closely.* If you do not understand specific readings, I urge you strongly to meet with me in my office so we can discuss them more thoroughly. Quizzes on the readings will assess your preparation and understanding on the assigned readings. Mini-lectures focus on substantive materials and analysis and expand on the materials introduced in the readings. The lecture relates to but not necessarily covers every important aspect of the readings.

- The assignments may ask you to visualize, summarize, apply, and synthesize the assigned readings and will aid in class discussions on the theories.
- The assignments will be announced in-class.

50% Two In-Class Exams (25% each)

The exams, which consist of short-answer questions, evaluate your understanding of theoretical concepts, approaches, and applications.

20% Analytical Report (15%) and Presentation (5%)

The reports and presentations expand on issues raised in the readings and mini-lectures and allow for the sharpening of your thinking, speaking, and argumentative abilities. You will be asked to write a 7-10-page report. Learning to write well can be developed only through persistence and hard work. Details given later will address the specific organization and content for the assignment.

Grading Criteria

(Adapted from Dr. Susan Murray)

A+	98-100	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.
A	93-97	
A-	90-92	
B+	88-89	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.
B	83-87	
B-	80-82	
C+	78-79	A "C" may show a fair level of competence, but may be uneven. It addresses 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.
C	73-77	
C-	70-72	
D+	68-69	A "D" demonstrates poor competence with inadequate organization, task, and argumentation language and inappropriate examples. It displays difficulty in using adequate academic language and errors in knowledge will be in evidence.
D	63-67	
D-	60-62	
F	59 & below	A failure only occurs if no effort is made to address academic performance problems.

University Policy Information

1. Academic Integrity Policy:

Students should know that the University's Academic Integrity Policy is available at <http://www.sjsu.edu/senate/S07-2.pdf>. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at <http://www.sjsu.edu/studentconduct/>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper

credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

2. **Campus Policy in Compliance with the Americans with Disabilities Act:**
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.
3. For all other important student-related policies such as on policies and procedures about add/drops, grade forgiveness, incomplete grades, and final evaluation activity), student rights, and student responsibilities, see <<http://info.sjsu.edu/static/catalog/policies.html>> and <<http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html>>.

ACCESSING THE “DESIRE2LEARN” COURSE WEBSITE

The eCampus department at SJSU operates the web-based “Desire2Learn” learning management software. This course uses “Desire2Learn” as the course website to distribute reading materials, selected handouts and assignments, and other instructional materials. You are responsible for regular use of this course website.

To log-in:

- Make sure you have an appropriate and dependable web browser and software settings for your computer to access and use Desire2Learn. Familiarize yourself with the student login and security guide: <<http://www.sjsu.edu/ecampus/students/>>.
- Go to SJSU's Desire2Learn site: <<http://sjsu.desire2learn.com/>>.
- For your Username, see your MySJSU account (> Self Service > Campus Personal Information > Names).
- Initially, your Password is your 9 digit SJSU ID number.

Below are the major Desire2learn tools for the class, how to use them, and expectations associated with each. Take time to acclimate yourself to the tools and contact me if you have course-specific questions and or eCampus if you have technical and website-related questions.

BUTTON	DESCRIPTION	YOU SHOULD...
Dropbox	Location where you submit your work for assignments announced in class	Upload your work to this location, as directed

SCHEDULE

This is the tentative course calendar, subject to change with fair notice.

Please prepare for each class session by reviewing the **course handouts** (in the course reader) before coming to class and completing other announced assignments.

Introducing Social Theory

Perhaps the most fruitful distinction with which the sociological imagination works is between “the personal troubles of milieu” and “the public issues of social structure.” This distinction is an essential tool of the sociological imagination and a feature of all classic work in social science.

– C. Wright Mills. 1959. Pp. 8 in *The Sociological Imagination*.

In the realm of [theory] the bristling jargon of seemingly private languages is to be evaluated against the advertising “good writing”: whereas the latter seeks to hurry the read past [one’s] received ideas, difficulty is inscribed in the former as the sign of the effort which must be made to think real thoughts.

– Fredric Jameson. 1971. Pp. 24 in *Marxism and Form*.

Date	Preparation Before Class	In-Class Activities
8/23		<ul style="list-style-type: none">- Get to know each other.- Go over the syllabus.- Talk about why we will study sociological theories.
8/28	<ul style="list-style-type: none">- Buy the course book and reader <i>immediately</i> after the first day.- Make sure you can access eCampus to submit assignments.- Read <i>Introducing Social Theory</i> by Jones et al. (p. 1-29).	<ul style="list-style-type: none">- Review major perspectives explaining social life and human behavior.- Review assigned readings.
8/30	<ul style="list-style-type: none">- Read excerpt from “Sociology, Social Reform, and Revolution” by C. Middleton (reader, p. 14-17).	<ul style="list-style-type: none">- Discuss Enlightenment, modernity, and liberalism in relations to the origins of professional sociology.

Durkheimian Sociology: Positivism, Solidarity, and Conservatism

The first and fundamental rule is: Consider social facts as things.... To treat phenomena as things is to treat them as data, and these constitute the point of departure of science....

– Émile Durkheim. 1895 [1982]. Pp. 60-84 in *The Rules of Sociological Methods*.

This work had its origins in the question of the relation of the individual to social solidarity. Why does the individual, while becoming more autonomous, depend more upon society? How can he be at once more individual and more solidarity?

– Émile Durkheim. 1893 [1964]. Pp. 37 in *The Division of Labor in Society*.

Date	Preparation Before Class	In-Class Activities
9/4	<ul style="list-style-type: none"> - Read <i>Introducing Social Theory</i> by Jones et al. (p. 59-70). - Read “What is a Social Fact?” by E. Durkheim’s (reader, p. 23-29). - Be prepared to state the major points of the assigned readings. 	<ul style="list-style-type: none"> - Examine Durkheim’s sociology: social fact, positivism, social solidarity.
9/6	<ul style="list-style-type: none"> - Read “Suicide” by E. Durkheim (reader, p. 34-39). - Read “The Elementary Forms of the Religious Life” by E. Durkheim (reader, p. 40-48). Consider in this reading how Durkheim defines religion. - Read <i>Introducing Social Theory</i> by Jones et al. (p. 71-73 & 79-82). - Be prepared to state the major points of the assigned readings. 	<ul style="list-style-type: none"> - Examine Durkheim’s analysis of suicide (and anomie) and of religion (and knowledge). - Explore the dominance of US structural-functionalism in conservative times. - Review assigned readings.

Marx, Class as Social Relations, and the Emergence of Critical Sociology (Feminisms, Antiracism, and Anti-Imperialism)

In the social production of their life, men enter into definite relations that are indispensable and independent of their will, relations of production which correspond to a definite stage of development of their material productive forces. The sum total of these relations of production constitutes the economic structure of society, the real foundation, on which rises a legal and political superstructure and to which correspond definite forms of social consciousness.

– Karl Marx. 1859. “A Contribution to the Critique of Political Economy.”

Let’s not speak anymore about capitalism, socialism. Let’s just speak about using the incredible wealth of the earth for human beings. Give people what they need: food, medicine, clean air, pure water, trees and grass, pleasant homes to live in, some hours of work, more hours of leisure. Don’t ask who deserves it. Every human being deserves it.

– Karl Marx in Howard Zinn’s play, *Marx in Soho* (1989:49).

Philosophers have hitherto only interpreted the world in various ways; the point is to change it.

– Karl Marx. 1845. *Eleventh Thesis on Feuerbach*.

Date	Preparation Before Class	In-Class Activities
9/11	<ul style="list-style-type: none"> - Read <i>Introducing Social Theory</i> by Jones et al. (p. 30-46, 55-57). - Read “Manifesto of the Communist Party” by K. Marx and F. Engels (reader, p. 60-73). - Be prepared to state the major points of the assigned readings. 	<ul style="list-style-type: none"> - Explore liberation theory. - Discuss historical materialism and Marx’s sociology. - Review assigned readings.

Date	Preparation Before Class	In-Class Activities
9/13	<ul style="list-style-type: none"> - Read “The Fetishism of Commodities” by K. Marx (reader, p. 74-80). - Be prepared to state the major points of the assigned readings. 	<ul style="list-style-type: none"> - Examine Marx’s theories of class and class struggle. - Review assigned readings.
9/18		<ul style="list-style-type: none"> - Explore Marx’s theory of capitalist social relations.

The student of American sociology will find the year 1894 marked by a pronounced awakening of the public conscience to a system of anarchy and outlawry which had grown during a series of ten years to be so common, that [lynching] scenes of unusual brutality failed to have any visible effect upon the humane sentiments of the people of our land.

– Ida B. Wells. 1895. Pp. 74 in *A Red Record*.

Date	Preparation Before Class	In-Class Activities
9/20	<ul style="list-style-type: none"> - Read “An End to the Neglect of the Problems of the Negro Women!” by Claudia Jones (reader, p. 91-98). - Read “Double Consciousness and the Veil” by W. E. B. Du Bois (reader, p. 99-104). - Read “The Negro and the Darker World” by W. E. B. Du Bois (reader, p. 105-112). - Be prepared to discuss major issues raised by the authors. 	<ul style="list-style-type: none"> - Explore sociological concepts: the culture of striving, second-sight and antiracist feminism, - Review assigned readings.
9/25	<ul style="list-style-type: none"> - Read “On Sociological Theory and the Research Process” by R. Alford, (reader, p. 115-118). 	<ul style="list-style-type: none"> - Discuss social research and social theory.
9/27	<ul style="list-style-type: none"> - Read excerpt from “Founders and Classics” by J. Turner (reader, p. 119-121). - Review course materials. 	<ul style="list-style-type: none"> - Review course concepts and issues.
10/2	<ul style="list-style-type: none"> - Study for the mid-term exam. 	<ul style="list-style-type: none"> - Mid-Term Exam

The culture industry perpetually cheats its consumers of what it perpetually promises....

The culture industry does not sublimate; it represses.

– Theodor Adorno & Max Horkheimer. 1947 [1972]. Pp. 139 in *Dialectics of Enlightenment*.

Date	Preparation Before Class	In-Class Activities
10/4	<ul style="list-style-type: none"> - Read “The Sociological Imagination” by C. W. Mills (reader, 126-129). - Read <i>Introducing Social Theory</i> by Jones et al. (p. 52-55). - Be prepared to discuss major issues raised by the authors. 	<ul style="list-style-type: none"> - Discuss the emergence and waning of conflict sociology and the development of neo-marxism. - Review assigned readings.

We believe that sexual politics under patriarchy is as pervasive in Black women's lives as are the politics of class and race. We also often find it difficult to separate race from class from sex oppression because in our lives they are most often experienced simultaneously.... We believe the liberation of all oppressed peoples necessitates the destruction of the political-economic systems of capitalism and imperialism as well as patriarchy.

– Combahee River Collective. 1977 [1983]. “The Combahee River Collective Statement.” Pp. 225-6 in *Home Girls: A Black Feminist Anthology*.

Gandhi was once asked by a reporter, “What do you think of Western civilization?” Gandhi replied, “It would be a good idea.”

– Rita Maran. 1989. Pp. ix in *Torture: The Role of Ideology in the French-Algerian War*.

Date	Preparation Before Class	In-Class Activities
10/9	<ul style="list-style-type: none"> - Read <i>Introducing Social Theory</i> by Jones et al. (p. 208-29). - Read “Up Against Nature” by S. Jackson and M. Rahman (reader, p. 150-154). - Be prepared to state the major points of this reading. 	<ul style="list-style-type: none"> - Explore key aspects of the range of feminist theories. - Review assigned readings.
10/11	<ul style="list-style-type: none"> - Read “Queer Aztlán” by C. Moraga (reader, p. 138-146). - Read “Knowing a Society From Within” by D. Smith (reader, p. 147-149). - Be prepared to state the major points of the assigned readings. 	<ul style="list-style-type: none"> - Explore feminist sociology. - Focus on the complexities of feminist theories: sexualities and the Third World. - Review assigned readings.
10/16	<ul style="list-style-type: none"> - Read “Letter from Birmingham Jail” by M. L. King Jr. (reader, p. 161-172). - Read “Filipinas in Transnational Space” by R. Tolentino (reader, p. 178-186). - Be prepared to state the major points of these readings. 	<ul style="list-style-type: none"> - Examine theories of racialization and racial justice. - Review assigned readings.
10/18	<ul style="list-style-type: none"> - Read “Putting Sociology in its Place” by J. Sekhon (reader, p. 187-190). 	<ul style="list-style-type: none"> - Explore theories of imperialism and global justice.

Weber, Social Action, Modern Rationality, and Interactionism

Sociology ... is a science concerning itself with the interpretive understanding [*verstehen*] of social action and thereby with a causal explanation of its course and consequences.

– Max Weber. 1921 [1968]. Pp. 4 in *Economy and Society*, 3 vols.

This whole process of rationalization in the factory as elsewhere, and especially in the bureaucratic state machine, parallels the centralization of the material implements of organization in the hands of the master. Thus, discipline inexorably takes over ever larger areas of the satisfaction of political and economic needs is increasingly rationalized. This universal phenomenon more and more restricts the importance of charisma and of individually differentiated conduct.

– Max Weber. 1921 [1968]. Pp. 1156 in *Economy and Society*, 3 vols.

Date	Preparation Before Class	In-Class Activities
10/23	<ul style="list-style-type: none"> - Read <i>Introducing Social Theory</i> by Jones et al. (p. 83-103). - Read “Bureaucracy” by M. Weber (reader, p. 195-197). - Read “Class and Status” by M. Weber (reader, p. 202-210). - Be prepared to state the major points of the assigned readings. 	<ul style="list-style-type: none"> - Explore Weber’s core concepts: social action, rationalization, bureaucracy, and authority. - Review assigned readings.
10/25	<ul style="list-style-type: none"> - Read “Verstehen, the Spirit of Capitalism and the Iron Cage” by M. Weber (reader, p. 211-217). Consider how according to Weber does the Protestant ethic contribute to the <i>spirit</i> of capitalism. Be prepared to state the major points of the assigned reading. 	<ul style="list-style-type: none"> - Examine Weber’s analysis of the Protestant ethics and the iron cage. - Review assigned readings.

[Mead’s approach] sees human society not as an established structure but as people meeting their conditions of life; it sees social action not as an emanation of societal structure but as a formation made by human actors ... it sees the so-called interaction between parts of a society not as a direct exercising influence by one part on another but as mediated throughout by interpretations made by people....

– Herbert Blumer. 1969. Pp. 74-5 in *Symbolic Interactionism: Perspective and Method*.

Date	Preparation Before Class	In-Class Activities
10/30	<ul style="list-style-type: none"> - Read <i>Introducing Social Theory</i> by Jones et al. (p. 104-124). - Read “Society as Symbolic Interaction” by H. Blumer (reader, p. 225-233). - Be prepared to discuss major issues raised by the authors. 	<ul style="list-style-type: none"> - Explore key concepts: presentation of self, social action, labeling theory, ethnomethodology. - Review assigned readings.
11/1	<ul style="list-style-type: none"> - Read “Inequality and Affirmative Action” by C. Jaret (reader, p. 234-238). 	<ul style="list-style-type: none"> - Discuss interactionism: definition of the situation, subjective meanings, interpretation.

Structuralism, Foucault, and Poststructuralism

Zizek ... suggests ... [that] “they know that, in their activity, they are following an illusion, but still, they are doing it.” Ideology, in other words, not just a matter of what I think about a situation; it is somehow inscribed in that situation itself.

– Terry Eagleton. 1991. Pp. 40 in *Ideology: An Introduction*.

We must cease at once and for all to describe the effects of power in negative terms: it “excludes,” it “represses,” it “censors,” it “abstracts,” it “masks,” it “conceals.” In fact power produces; it produces reality; it produces domains of objects and rituals of truth. The individual and the knowledge that may be gained of him belong to this production.

– Michel Foucault. 1975 [1977]. 194 in *Discipline and Punish*.

Date	Preparation Before Class	In-Class Activities
11/5 11/8 11/13	<ul style="list-style-type: none"> - Read “The Study of Ideologies and Philosophy of Language” by V. N. Volosinov (reader, p. 244-250). - Read “Society as Text” by S. Cottle (reader, p. 251-258). - Be prepared to state the major points of these readings. 	<ul style="list-style-type: none"> - Discuss structuralism: language, arbitrary signs, and meanings. - Review assigned readings.
11/15	<ul style="list-style-type: none"> - Read <i>Introducing Social Theory</i> by Jones et al. (p. 125-46) - Be prepared to state the major points of these assigned readings. 	<ul style="list-style-type: none"> - Discuss Foucault’s notions of power, and subjectivity. - Review assigned readings.
11/20	<ul style="list-style-type: none"> - Read “Mr Faust Meets Mr Bateman” by S. Papson (reader, p. 266-272). - Be prepared to state the major points of the assigned readings. 	<ul style="list-style-type: none"> - Discuss key aspects of cultural studies and poststructuralism: discourse, media analysis, and knowledge-claims.

Theoretical Insights and Possibilities

In this field of inquiry, “sociological theory” has still to find its way, by a difficult effort of theoretical clarification, through the Scylla of a reductionism which must deny almost everything in order to explain something, and the Charybdis of a pluralism which is so mesmerized by “everything” that it cannot explain anything. To those willing to labor on, the vocation remains an open one.

– Stuart Hall. 1980 [1996]. “Race, Articulation, and Societies Structured in Dominance.” Pp. 57 in *Black British Cultural Studies: A Reader*.

Now we have less excuse. But in the consciousness of our failures, we risk lapsing into boundless difference and giving up on the confusing tasks of making partial, real connections. Some differences are playful; some are poles of world historical systems of dominations “Epistemology” is about knowing the difference.

– Donna Haraway. 1985 [1991]. “A Cyborg Manifesto.” Pp. 160-1 in *Simians, Cyborgs and Women*.

Date	Preparation Before Class	In-Class Activities
10/27 10/29	<ul style="list-style-type: none"> - Prepare your presentation. 	<ul style="list-style-type: none"> - Present your theoretical analysis to your peers.
12/4	<ul style="list-style-type: none"> - Read <i>Introducing Social Theory</i> by Jones et al. (p. 235). - Read “How to Present Your Sociological Education....,” “Viewpoints from Three Sociology Graduates,” and “A Sociology Graduate in Employment” (reader, p. 277-285). 	<ul style="list-style-type: none"> - Future of sociological theory.
12/6	<ul style="list-style-type: none"> - Prepare to submit your Analytical Report. 	<ul style="list-style-type: none"> - Review course concepts and issues.
Exam	<ul style="list-style-type: none"> - Study for the final exam. (Date and time for the final exam listed online at the semester schedule information page: http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html.) 	<ul style="list-style-type: none"> - Final Exam

SJSU CAMPUS EMERGENCY PROCEDURES

FIRES, EARTHQUAKES AND OTHER DISASTERS

- **Call 9-1-1** or use a blue light telephone to summon University Police assistance for any campus police, fire, or medical emergencies. Give your **name**, the nature of the emergency, and your specific **location**. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for **minor fires**. If a fire appears **uncontrollable, close all room doors** to confine the fire, **pull** the building fire **alarm lever, evacuate** the area or building, and then **call 9-11**.
- **Remain calm** during an earthquake. “**Duck, cover and hold**” under a desk or table, or stand in a doorway or against an interior wall. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- **Help disabled persons** evacuate the building. Follow instructions of Building Emergency Team members and University Police. Do not use elevators.
- **Tune to radio** station KSJS 90.5 FM for campus information. A campus information line will be set up as soon as possible after a major emergency -- call 924-SJSU (924-7578) for instructions, information, and updates.

MEDICAL EMERGENCIES

1. **Call 9-1-1**. Give your name, the nature of the emergency, and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.).
2. **Assist the victim** until help arrives. If you, or someone in the area, are trained in CPR, perform CPR if necessary. Stop bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. **Do not leave victims unattended**. Be careful about contaminating yourself and others if hazardous materials may be involved.
3. For **minor first aid**, report in person to the Student Health Center weekdays from 8 a.m.-5 p.m. or call University Police at **924-2222**.

BUILDING EVACUATION

- **Leave** by the nearest safe exit when you hear the building emergency alarm (fire alarm), or if you are told to do so by University Police or a Building Emergency Team member.
- **Take keys, books, wallets, prescription medicines** and important personal belongings with you in case you cannot re-enter immediately. Move at least 150 feet away from all structures. **Do not smoke**.
- **Use the stairs**. Do **not** use elevators--in case of fire or earthquake, many elevators stop in place and you may be trapped or exposed to deadly smoke.
- Re-enter a building only after University Police or Building Emergency Team members tell you that it is safe to do so.

**POLICE - FIRE - MEDICAL
EMERGENCY
DIAL**

9 – 1 – 1

For further information visit the University Police Web site at:
<http://www.sjsu.edu/police/>