San José State University  
Department of Sociology  
SOCIOLOGY 001 Introduction to Sociology Fall 2013

Instructor: Dr. Susan B. Murray  
Office Location: DMH 211  
Telephone: (408) 924-5327  
Email: Susan.murray@sjsu.edu  
Office Hours: Tuesdays: 8:00 – 10:20 & 3:00-5:00, Thursdays 8:00-10:20.  
Class Days/Time: SECTION 04 Tuesday and Thursday 10:30 – 11:45  
SECTION 05 Tuesday and Thursday 12:00-1:15  
Classroom: SECTION 04: TBA  
SECTION 05: DMH 227  
Teaching Assistant: Henry Zonio  
TA email & office hours: henry.zonio@sjsu.edu  
Tuesdays and Thursdays 9:30 – 10:20  
Fridays: online by appointment  
GE/SJSU Studies Category: Core GE Area D1  

Faculty Web Page: http://www.sjsu.edu/people/susan.murray/

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Quick Links>Faculty Web Page links on the SJSU home page, or directly through the url above.

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.
Course Learning Objectives for CORE GE Area D1

After completion of this course the student should be able to:

- Identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation. [GE] Activities designed to Assist you in meeting this objective:
  - Lectures, readings, class discussions, and exams.
  - Class Exercise: Defining the Sociological Imagination.
  - Class Exercise: A Reading Jigsaw on Romero.

- 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: Play & Tell.

- 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: Campus Fieldwork on Power Relations
  - Class Exercise: A Reading Jigsaw on “The Racial Construction of Asian American Women and Men.”
  - Class Lecture & Exercise: Liberation Theory & Silent Standup Exercise.

- Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. [GE] 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.

- To recognize the interaction of social institutions, culture, and environment with the behavior of individuals. [GE] Activities designed to Assist you in meeting this objective:
  - Lectures, readings, class discussions, and exams.
  - Instructional Video & Discussion: Tough Guise.
  - Class Exercise: Sexual Values.
  - Class Exercise: Family Life Show & Tell.

Course Objectives for Introduction to Sociology

- Identify, explain, and apply four main theoretical positions in Sociology: Feminist, Conflict, Functionalist, and Symbolic Interactionist.
  - Lectures, readings, class discussions, and exams.

- Explain and appropriately apply key sociological concepts.
  - Lectures, readings, class discussions, and exams.

- Describe and explain the basic dimensions of social inequality and social change in contemporary society.
  - Lectures, readings, class discussions, and exams.

- 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

‘We’re Friends Right?’ Inside Kids’ Culture, William Corsaro (C) 2003.

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.

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 so I am counting on you to come and ask me for assistance if you need it.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.
Assignments and Grading Policy

Academic Policy S12-3 at http://www.sjsu.edu/senate/S12-3.htm has defined expected student workload as follows:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

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 begin our continued intellectual relationship.

Writing Assignments:
Paper #1: Defining Children and Childhood (600-750 words) Due: October 31st.
Paper # 2: Sociological Self Analysis (900-1200 words) Due: November 26th
Assignments for both papers to be posted on the course website. Based on instructor feedback, students will have the option to rewrite one (and only one) of these papers for credit. Final re-writes due December 11th for Section 04 and December 13th for Section 05 (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).

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 them selves. 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/handouts/index.htm
Exams: There will be three multiple choice exams including the final. 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.

Grades: Your final grades will be determined as follows:
- Paper # 1 is worth 100 points and represents 20% of your final grade.
- Paper # 2 is worth 100 points and represents 20% of your final grade.
- Exams are worth 100 points each, and represent 60% 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.

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.

University Policies

Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy S07-2, located at http://www.sjsu.edu/senate/S07-2.htm, requires 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 Student Conduct and Ethical Development website 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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Campus Non-Discrimination Policy
Please be advised that I am committed to upholding the following S89-15 Policy: Non-Discrimination: [In our classroom] there shall be resolute and unambiguous action to eliminate discrimination on the basis of race, color, religion, national origin, sex, sexual preference, gender identity and expression [my addition], marital status, pregnancy, age, disability, or veteran status.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at
all levels within all disciplines to become better writers. In addition to one-on-one
tutoring services, the Writing Center also offers workshops every semester on a variety of
writing topics. To make an appointment or to refer to the numerous online resources
offered through the Writing Center, visit the Writing Center website at
http://www.sjsu.edu/writingcenter. For additional resources and updated information,
follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on

Facebook. (Note: You need to have a QR Reader to scan this code.)
REMEMBER: The sociological perspective enables it’s possessor to understand human behavior by placing it within its broader context. As we take up this course of study together for the next four months, events are sure to occur in the broader context in which we live. This course outline may be subject to change as we use our sociological imaginations to explore those events.

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>August 22</td>
<td>An Introduction to the Course and to Sociology</td>
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<td>3</td>
<td>Sept. 3 &amp; 5</td>
<td>Exploring Sociological Perspectives  &lt;br&gt;Readings for the week:  &lt;br&gt;(F) Mary Romero, “Intersection of Biography and History: My Intellectual Journey.” Pp. 19-33.  &lt;br&gt;(H) Ch. 1 The Sociological Perspective pp. 13-19.  &lt;br&gt;<strong>Recommended:</strong>  &lt;br&gt;(F) #2. Gaines, “Teenage Wasteland.”</td>
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<td>4</td>
<td>September 10 &amp; 12</td>
<td>Sociological Perspectives &amp; Levels of Analysis  &lt;br&gt;Readings for the week:  &lt;br&gt;(H) Ch. 4 Social Structure and Social Interaction, pp. 103-131.  &lt;br&gt;(F) #4 Hunter &amp; McClelland, “Theoretical Perspectives in Sociology.”  &lt;br&gt;(F) #19 Christine Williams, “Shopping as Symbolic Interaction: Race, Class, and Gender in the Toy Store.” Pp. 194-205.  &lt;br&gt;(F) C. Wright Mills, “The Power Elite,” pp. 391-398.  &lt;br&gt;<strong>Recommended:</strong>  &lt;br&gt;(F) #23. Davis &amp; Moore, “Some Principles of Stratification.”</td>
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| 7    | Oct. 1 & 3   | **Culture & Popular Culture**<br>Readings for the week:<br>(H) Ch 2 Culture pp. 41-66.  
(F) #11 Glaser, “The Culture of Fear,” 105-113.  
Watch this too: [http://www.youtube.com/watch?v=W9O88BDVUus](http://www.youtube.com/watch?v=W9O88BDVUus)<br>(F) #12 Haunani-Kay, “Lovely Hula Hands.” Pp. 113-121.  
See also: [http://www.hawaii-nation.org/](http://www.hawaii-nation.org/)<br>Recommended:  
(F) #10 Becker, “Culture: A Sociological View” |
| 8    | October 8 & 10 | **Socialization to Inequalities: Gender**<br>Readings for the week:<br>(H) Chapter 3 Socialization pp. 69-99.  
(F) #27 Riseman, “Gender As Structure,” p. 291-300.  
(F) #13Kane, “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    | Oct. 15 & 17 | **Socialization to Inequalities: “Race” and Racism**<br>Required Readings::<br>(H) Chapter 9 Race & Ethnicity pp. 281-318.  
(F) #31 Desmond & Emirbayer, “What is Racial Domination?”pp. 338-354  
Watch this too: [http://www.youtube.com/watch?v=qnzYVV1qW60&feature=youtu.be](http://www.youtube.com/watch?v=qnzYVV1qW60&feature=youtu.be)<br>Recommended:  
(F)#25 Shapiro, “Race, Homeownership, and Wealth,” pp. 266-278. |
| 10   | October 22 & 24 | **Socialization to Inequalities: Class and Classism**<br>(H) Chapter 7 Social Stratification pp. 197-238  
See also Southern Poverty Law Center website: [http://www.splcenter.org/](http://www.splcenter.org/) |
| 11   | October 29 & 31 | **Kids and Kids’ Culture**<br>Reading for the Week:<br>(C) Introduction “The Importance and Autonomy of Kids’ Culture” pp. 1-6  
(C) Chapter 3 “You Wanna Know What Happened Because You’re My Best Friend’: Making and Being Friends in Kids’ Culture” pp. 66-89  
(C) Chapter 5 ‘When I Grow Up and You Grow Up, We’ll Be the Bosses’: Role-Play in Kids’ Culture pp. 111-137  
**Paper #1: Defining Children and Childhood (600-750 words) Due: October 31”** |
| 12   | Nov. 5 & 7 Exam 2 Thursday | **Kids and Kids’ Culture**<br>Readings for the week:<br>(C) Chapter 8 ‘Appreciating Childhood’: Suggestions for Supporting and Sharing in Kids’ Culture pp. 195-217.  
**[EXAM #2, Thursday November 7th ]** |
| 13   | November 12 & 14 | **Deviance & Questions of Identity**<br>Readings for the week:<br>(H) Ch 6 Deviance pp. 163-197.  
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<td>14</td>
<td>November 19 &amp; 21</td>
<td><strong>Culture Industry &amp; Dreamworlds IV &amp; Oppositional Projects</strong>&lt;br&gt;Readings For the Week:&lt;br&gt;(F) #38 Klineberg, “Convergence: New Production in a Digital Age, pp. 423436.&lt;br&gt;See also MediaWatch Website: <a href="http://www.mediawatch.com/?cat=17">http://www.mediawatch.com/?cat=17</a></td>
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<td>15</td>
<td>Nov. 26</td>
<td><strong>Questions of Identity: On Our Campus</strong>&lt;br&gt;Readings for the Week: BEFORE COMING TO CLASS&lt;br&gt;Go to: <a href="http://www.sjsu.edu/people/susan.murray/mypubs/">http://www.sjsu.edu/people/susan.murray/mypubs/</a>&lt;br&gt;Download a copy of: Campus Climate – Student Report 2011/2012&lt;br&gt;Read the introduction and one chapter of the report – your choice.&lt;br&gt;<strong>Paper # 2: Sociological Self Analysis (900-1200 words) Due: November 26</strong></td>
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<td>16</td>
<td>Dec. 3 &amp; 5</td>
<td><strong>Social Institutions: Education</strong>&lt;br&gt;Readings for the Week:&lt;br&gt;(H) Ch 8 Sex and Gender, pp. 262-267.&lt;br&gt;(F) #51 Stevens, A School in a Garden” pp.564-577.&lt;br&gt;Also visit: <a href="http://www.aauw.org">http://www.aauw.org</a></td>
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<td>Final Exam</td>
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<td>SECTION 04: Wednesday, December 11(^{th}) 9:45-12:00.&lt;br&gt;SECTION 05: Friday, December 13(^{th}) 9:45 – 12:00.&lt;br&gt;Optional Paper rewrite due December 11(^{th}) (Section 04 and December 13(^{th}) (Section 05) (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).</td>
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