Dr. Steve Nava
Email: navaSociology@gmail.com
Office phone: (408) 924-2942
Course time: MW 1:30-2:45pm  RM DMH 231
Office location: DMH 223
SJSU office hours: Monday through Thursday 2:45-3:45pm or by appointment

Course Description

This course analyzes "self" as socially created and maintained through everyday interactions. We will be closely analyzing and applying the theory of 'symbolic interactionism' throughout this course. It explores how individuals manage and protect self-identity in a variety of social settings, such as school, family, and work. This course emphasizes the effects of race/ethnicity, gender, sexuality, and age on definitions of self and reality. Class discussions and activities will play an important role in the course.

Prerequisite: Sociology 1 or instructor consent.

Required Texts:


Attendance:

IMPORTANT: Attendance in class is vital to a vibrant and critically engaged classroom community. The learning in this course is experiential and collaborative; therefore, your contributions will be needed each session. Students that do not discuss material in class do not tend to make an A in this course. You are expected to attend all classes unless a compelling reason (e.g., serious illness or documented family emergency) requires that you be absent. Don't be late. Popquizzes will be given at the beginning of class each week to gauge consistent participation.
If you MUST be absent for any reason:
   1. Contact Dr. Nava class at navasociology@gmail.com If you are to miss your class presentation or you will be late.
   2. Contact another student in the class to find out what you have missed.
   3. If you miss more than 3 classes for any reason, make arrangements with the instructor to explain your predicament.
   4. If you must miss a class due to the celebration of religious or cultural holidays not observed by the university, please discuss this with me in advance so we can make any necessary arrangements.

**Participation:**
The readings are listed by the date they will be covered in class. You will be expected to attend all class meetings, complete assigned readings, **bring your syllabus to class** everyday, book and writing materials, and participate in class discussions. I will conduct the class on the assumption that you have read the assigned materials and are prepared to **discuss the materials in a thoughtful manner.** You should also be prepared to do a written analysis on the day’s readings during some class meetings.

I will collect your weekly reading responses and return them at the Midterm exam. Be sure to turn these in on Mondays of each week noted. Your grade for participation will be based on completion of assignments, grades on some assignments, and constructive participation. Your discussion must be rooted in sociological perspectives and concepts introduced during the semester.

**Do your best to use social theory in your in-class writing and comments to show your mastery of concepts we study.** This will make the difference when it comes to assessing your overall performance at the end of the semester. If you want to discuss your progress and current grade during the quarter, make an appointment during my office hours so we can reflect on your progress and how you can improve.

**Classroom Norms:**
We will develop these norms as a group, but I have several expectations for classroom behavior: 1) respectful and engaged participation; 2) cell phones turned off or silenced and put away; 3) no use of portable computers unless I ask you to work on a project in class; 4) Bring all readings to class that are listed for the week. If I have to repeat the rules to you twice I will ask you to leave and not return until we have a conference about your rule infraction.

**University Policies:**

**Academic integrity**
Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_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.sa.sjsu.edu/judicial_affairs/index.html.
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.

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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Major Assignments:

Class participation and Homework – 10% Participation is of key importance. Students that are engaged in daily intelligent discussion usually get As in my courses if they fulfill all of the other requirements. Students that do not engage in class discussions regularly usually get Bs if they fulfill the other requirements successfully. If you miss HW assignments you will be docked points. If you do not participate in class discussions you will lose 5 of your 10 percentage points. Popquizzes will be given to gauge your retention of the reading material. Your performance on these quizzes will be figured into your participation grade.

Take-home Midterm Exam – 20%

Preparing for the 5-Page Analytical Essay – 10%: Students turn in an outline of their essay and a short description of their proposed essay (5%). Students will do a peer review of their classroom neighbor’s essay outline and short description for a grade (5%). Your evaluation will be based on the logic of their essay proposal, the organization, and the merit of their ideas.

5-Page Analytical Essay – 20%: Students will write a 5 page essay on *Self-Made Man*. Answer the following questions to help organize your essay. (1) What are the three main arguments this book is asserting? (2) Did you find the points made compelling? Why or why not? (3) Which three concepts in symbolic interactionist theory did you see clearly used in her experiment? (4) How has your experience resonated or differed from the types of experiences the author experienced? How does your identity and understanding of your ‘self’ shape your life experiences comparatively? Give clear and appropriate examples. [a second option for your paper topic will be provided] (Due at the Final Exam)

Show examples from the book for each theoretical construct you apply and cite the pages in *Self-Made Man*. Quote the book per example clearly using sociology style*.

Film Analysis – 10% Students will use 5 theoretical concepts from class to analyze a film that I will provide in class. You can use your lecture notes.

Writing assignment:

1: First-Person Fiction Writing Assignments and Symbolic Interactionist Observation Write-up – 10% Students will write a 3-page first person narrative that describes your life and society ten years in the future. You will describe the type of work you perform, your family, your vehicle, your home, your political context, and the positive and negative social realities you face each day. The goal is to further understand your own life goals, sense of ‘self’ and ‘identity’, and to reflect on the kinds of societal changes you foresee happening in the future in terms of technology and social structure.

2: Applying Symbolic Interactionism: Students will also write up an analysis of a social gathering spot they choose.

Final Exam – 20% 50 Questions: T/F and M/C over key concepts and examples from lecture and
the reading. Take good notes. Bring scantron 882-E.
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<td><strong>Week #1: Introduction to the Course</strong></td>
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<td><strong>Week #2’s Question:</strong> What is the focus of this course? Lecture: The Symbolic Interactionist Perspective and the ‘Self’ in ‘Society’ Read by Monday: Lecture on Symbolic Interactionism Read before class Monday*: Ch 1 “Introducing Social Psychology and Symbolic Interactionism,” in Self and Society (1-31)</td>
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<td><strong>Week #3’s Question:</strong> Read by Monday: (no class on Monday-Labor Day) Ch 1 “Introducing Social Psychology and Symbolic Interactionism,” in Self and Society (1-31) cont…</td>
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<td><strong>Week #4’s Question:</strong> How and why do we need to name things? “Shared Meaning is the Basis of Humanness” by O’Brien in The Production of Reality (p.50- 70 &amp; 81) “Metaphors We Live By” by Lakoff and Johnson in The Production of Reality (p.87-98) “Racism in the English Language” by Moore in The Production of Reality (p.98-105) “Talking Back” by hooks in The Production of Reality (p.513-516)</td>
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<td><strong>Week #5’s Question:</strong> What are the main concepts in symbolic interactionism? Ch 2 “Basic Concepts of Symbolic Interactionism,” in Self and Society (p. 32-60)</td>
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| 12 1st Mon Nov 4 Wed Nov 6 | Week #12’s Question: continue with: **How do researchers apply symbolic interactionism to understanding inequality?**  
  *Self-Made Man: One Woman’s Year Disguised as a Man by Vincent (first half)* |
| 13 1st Mon Nov 11 Wed Nov 13 | Week #13’s Question: continue with: **How do researchers apply symbolic interactionism to understanding inequality?**  
  *Self-Made Man: One Woman’s Year Disguised as a Man by Vincent (second half)* |
| 14 1st Mon Nov 18 Wed Nov 20 | Week #14’s Question: **How do symbolic interactionists deal with social contradictions?**  
  “Wrestling with the Angels of Contradiction: Queer Christian Identities,” by Obrien in *The Production of Reality* (479-493)  
  “Contested Selves in Divorce Proceedings,” by Hopper in *The Production of Reality* (494-503) |
| 15 1st Mon Nov 25 Wed Nov 27 | Week #15’s Question: **How can I apply what I know about symbolic interactionism to my own world?**  
  Ch 5 “Application of the Symbolic Interactionist Perspective,” in *Self and Society* (p. 181-198)  
  **Quiz Monday over Ch 5.** |
| 16 1st Mon Dec 2 Wed Dec 4 | Student Run Review Sessions: Each small group will develop a learning activity to present this week.  
  I will give you the key terms and readings you will cover.  
  Potluck Wednesday |
| Dec 11 | **Final Exam:** Wed Dec 11th, 12:15pm-2:30pm  
  **Essays Due at Final Exam*** |