Faculty Web Page
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 (http://www.sjsu.edu/people/mitra.rokni/).

Course Description
Comparative analysis of micro and macro sociological theories and their origins, including conflict theories, consensus theories, structural functionalism, symbolic interaction, critical theory, post-structuralism, post-modernism, feminist theories, and recent theoretical development in globalization.

Course Goals and Student Learning Objectives
This course covers the influence of Enlightenment Era on classical social theorists and the importance of reason, science, capitalism, modernity, and 18th century revolutions on 19th and 20th century social thought. It will explore the basic assumptions of major sociological paradigms; structuralism, functionalism, interpretive, and radical humanism, about science, society, and human nature. The course starts with classical theorists such as Karl Marx, Max Weber, Emile Durkheim, Georg Simmel, and W. E. B. Du Bois. It further explores major social theorists of conflict, consensus, symbolic interactionism, critical theory, post-structuralism, post-modernism, feminist theories, and globalization.
Required Book

Classroom Protocol
We are all travelers on this learning journey called life. Classroom is our shared educational space for learning, understanding, discussing, and responding to one another as both students and teachers. To disregard the importance of an active engagement in this learning process could create an atmosphere of apathy, silence, and disrespect to the very spirit of education to overcome our individual and collective ignorance. It is crucial for students to take responsibility for their role in enhancing and creating the opportunities for a critical and civil dialogue on the most pressing issues of our time. A smart sense of humor and/or intelligent critical debate is always welcome. But it is important to remember, at all times, that you are here to develop your critical mind, practical skills, study, learn, and participate in building a better world. It is critical to develop a sense of social responsibility towards others, and an individual responsibility for self-development.

Assignments and Grading Policy
**Weekly Responses to Discussion Questions** (Each 10 points for week 1-4) including minimum of 3 responses to other students’ posts. (See Instructions in class forums)

**Four (4) Weekly Short papers** (Minimum 3 pages,double-spaced (Each 10 points) to reflect readings, lectures, documentaries, and information provided. Summaries reviews of the assigned readings and/or chosen topics. Short papers should demonstrate an understanding of the subject matter under study, critical thinking, analysis, as well as the implications and applications of new knowledge.

**Research Paper:** In this final paper First you must choose a topic analyzed by feminist theories, in Judith Lorber: Gender Inequality: Feminist Theories and Politics, on gender equality and/or sexuality (i.e., reproductive rights, domestic violence, sexual trafficking, gender violence, representation of women in media, unequal pay, glass ceiling, women’s political representation in state, LGBT rights, etc.). Second, you must review and analyze the root causes and politics of gender inequality, in relation to your chosen topic, from two or more feminist perspective(s) covered in Lorber. Third, you must explain the possible solutions to your problematic from a combination of theories you have utilized in your research. Final Paper must be 7-8 pages (Not counting the cover and reference pages). You can always elaborate your ideas in more details. You must use at least two additional peer reviewed articles other than our textbook(s).

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<tr>
<th>Discussion Questions</th>
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<tr>
<td>Short Papers</td>
<td>40</td>
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<tr>
<td>Final Paper</td>
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<td><strong>Total</strong></td>
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All sources must be scholarly, peer reviewed articles, and reputable websites. Check the following link for distinguishing scholarly from non-scholarly sources: [http://www.library.cornell.edu/olinuris/ref/research/skill20.html](http://www.library.cornell.edu/olinuris/ref/research/skill20.html)

All short papers must follow a recognized writing format (MLS, APA, ASA) for citation and references. Check the following website for writing guidance: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

Late assignments will lose 10% of the total value for each day of the week.
University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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/.
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 Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

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 is 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.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
Week | Date | Topics, Readings, Assignments, Deadlines |
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1 | June 6-10 | Inventing the Lens | Garner & Hancock pp. xix-32/pp. 295-302
| | | Karl Marx/Historical Materialism/Fetishism of Commodities/ | Garner & Hancock pp. 33-58
| | | Alienation/Communism | Garner & Hancock pp. 58-72
| | | Legacy of Karl Marx & Frederick Engels | Garner & Hancock pp. 73-90
| | | Stanley Aronowitz/William DeFazio/David Harvey/Jobless Future/Neoliberalism | Garner & Hancock pp. 90-100
| | | Emile Durkheim/Social Facts/Division of Labor/Religion/Moral Values/Anomie | Garner & Hancock pp. 110-122
| | | Legacy of Emile Durkheim | Garner & Hancock pp. 189-196
| | | Robert Merton/Social Structure & Anomie | Garner & Hancock pp. 207-220

2 | June 13-17 | Max Weber/Verstehen/Ideal Types/Rationalization/Religion | Garner & Hancock pp. 123-144
| | | Capitalism/Bureaucracy and Iron Cage | Garner & Hancock pp. 173-181
| | | Legacy of Max Weber | Garner & Hancock pp. 339-363
| | | Theda Skocpol/George Ritzer/ Narrowing of Civic Life/McDonaldization of Society | Garner & Hancock pp. 419-450

3 | June 20-24 | Georg Simmel/Social Interaction/Metropolis | Garner & Hancock pp. 235-248
| | | Charles Cooley/George Herbert Mead/Mind, Self, & Society | Garner & Hancock pp. 311-318
| | | Symbolic Interactionism/Erving Goffman | Garner & Hancock pp. 544-554
| | | Stuart Hall/Ideology/Politics of Representation | Garner & Hancock pp. 365-388
| | | Edward Said/Orientalism & the Order | Garner & Hancock pp. 571-604
| | | Antonio Gramsci /Cultural Hegemony & War of Position | Garner & Hancock pp. 589-616

4 | June-July 27-1 | The Frankfurt School/Herbert Marcuse/Theodore Adorno/Max Horkheimer | Garner & Hancock pp. 611-616
| | | One Dimensional Man/Culture Industry/ | Garner & Hancock pp. 127-150
| | | Michel Foucault/Post Structuralism/Power/Governmentality/Panopticon/Surveillance | Garner & Hancock pp. 168-182
| | | Jean Baudrillard/ Post-Modernism/Simulations/Consumer Society | Lorber pp. 284-303
| | | Pierre Bourdieu/Habitus/Cultural Capital/Symbolic Violence | Lorber pp. 1-50
| | | Immanuel Wallerstein/World-System Theory/End of Capitalism | Lorber pp. 127-150

5 | July 4-8 | Feminist Theories/Liberal/Radical/Multicultural/Transnational | Garner & Hancock pp. 485-526
| | | Postmodern Feminism & Queer Theory/Judith Butler/Performativity | "Feminist Theories & Contributions to Equality/Liberal Feminism" Lorber pp. 1-50
| | | Radical Feminism/Catherine MacKinnon/Andrea Dworkin | "Radical Feminism" Lorber pp. 127-150
| | | Standpoint/Multiracial-Multiethnic/Transnational Feminism | "Standpoint/Multiracial-Multiethnic/Transnational Feminism" Lorber pp. 183-202/231-252/90-122
| | | Psychoanalytic Feminism/Nancy Chodorow | "Psychoanalytic Feminism/Nancy Chodorow" Lorber pp. 168-182
| | | Postmodern Feminism & Queer Theory/Judith Butler/Performativity | "Postmodern Feminism & Queer Theory/Judith Butler/Performativity" Lorber pp. 284-303

NOTE | | Check the Course content within Canvas for Weekly Assignments and due times. |
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<th>Week</th>
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<th>Topics, Readings, Assignments, Deadlines</th>
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