Instructor: Preston Rudy, Ph.D.
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Telephone: (408) 924-5333
Email: preston.rudy@sjsu.edu
Office Hours: M—8:45-9:15pm; T/Th—10:20-11:00; W—8:45 – 9:15 pm
& by appointment
Class Days/Time: Mondays 6:00-8:45 & Tues./Thurs. 9-10:15
Classroom: Hugh Gillis 122
Prerequisites: Must be registered for graduation in May or August 2016 and have completed Soci 1, Soci 100W, Soci 101, Soci 104 or 105 (student must have taken at least ONE of the required research methods courses before enrolling in the capstone course)

Course Description
From the SJSU Catalog: Capstone course to expand undergraduate senior opportunities and options. Analyzes trends in sociology; explores employment and careers, reflection and assessment of learning in the major.

General Course Information and Background: Sociology 181B is the department’s capstone course designed to “expand undergraduate senior opportunities and options” and to explore employment and careers, as well as to reflect and assess learning in the major. This new course focuses primarily on the transition from student to a career. For this course we will organize our reflection and our discussion around four foci: Self-Knowledge, Sociological Imagination, Community Engagement, and Professional Development.

Associated with these foci, the course is organized around four themes of transformation that many students go through as they complete their degree and move into a new life. These transformations include finding a career, becoming an engaged participant in our democracy, pursuing more education, and balancing family and work life. By thinking about and reflecting upon these transformations, you will expand your opportunities and options for your career and life.

This capstone course is designed to help you integrate the knowledge from your sociology coursework (theory, methods, research, writing, quantitative and informational literacy) and to prepare you for your work after you are awarded a Bachelor of Arts degree. Thus, it will help you reflect on your career as a sociology student, to develop knowledge about possible careers for which your sociology
prepares you, and to prepare for future careers by learning what sociology can tell us about work, careers and being successful with your college degree.

**Required Readings**

1. Spartan Daily, “Serving San Jose State University since 1934” – hard copy newspaper or online at [www.spartandaily.com](http://www.spartandaily.com) (bring newspaper to class or bring laptop to access online)

**Additional Readings:**


—Selected readings from *Contexts: understanding people in their social worlds*, a publication of the American Sociological Association; available at the King Library through ejournals.

**BOOKS ON RESERVE**

Lambert, *Great Jobs for Sociology Majors*

Sallaz *Labor, Economy and Society*

**Recommended**


**Assignments and Grading Policy**

Evaluation of all written work will be based on the following principles:

a. Clear formatting of all papers that is consistent with the assignment (e.g. paper, letter, resume) with respect to name, title, margins, spacing, numbering of pages, as you were taught in SOC 100W;

b. Written work is free of grammatical errors and shows a senior level and professional standard of written English;

c. Well-organized and interesting account indicating respect for a reader’s time and attention. An interesting story is easier to read and remember;

d. As seniors you should have begun to develop a “sociological imagination” and your written work should provide evidence of this skill;

e. Not only is the author able to describe events, situations, people and conversations with enough detail for the reader to see what is being written about, but the author tells his/her readers how the information was collected (by interview, where and when, printed sources);

f. The writer is suspicious of anecdotal evidence and strives to seek out systematic evidence from prior courses, from published sources, or from additional sources;

1. **Short Assignments** (40% of course grade): There will be several short assignments which will include:

   A. An analysis of the neighborhood/county where your parents live (5%);
B. An Interview with your Parent about their education and career (5%);
C. Self-Assessment & Occupational/Career Investigation Report (5%);
D. Data collection and report evaluating one Obama proposal (5%);
E. Resume and Cover Letter (3%):
   – A one-page résumé you will use for a specific job, and, in your portfolio, one master résumé that includes all possible information about your skills and qualifications;
   – Writing a cover letter.
F. Short quizzes on each chapter of Sallaz (7%);
G. Constructing Interview Questions for Career Informational interview and then conducting an interview, followed by a written report of what you discovered (5%);
H. How I became a Sociologist: An educational life history (5%).

2. **Presentation on the readings** (10%): Each student will present three times during the semester with a group of other students. One presentation from every student about one chapter in Lambert, and a second presentation about one chapter from Sallaz’ and a third presentation concerning one chapter from Obama’s book.

3. **Community Engagement Projects** (15% of course grade):

   24 hours of community engagement with one of the designated organizations that is addressing homelessness in the South Bay. Leila McCabe and Carol Stephenson will be the leads in this work. The engagement will include two reflections during class when students will discuss their civic engagement and its significance. More details will be handed out within the first two weeks.

4. **Portfolio** (15% of course grade): a showcase of materials showing a coherent story of your learning and skills. This will include summaries and/or examples of your coursework, selected and organized to demonstrate your career in education. The organization of the portfolio will consist of your history, knowledge, skills, values, professional motivation, and sociological imagination. The portfolio will include an appendix where you will place cover letter, final resume, letter of recommendation, and abstracts of your best research papers. A draft of the portfolio’s organization will be due midterm. The completed portfolio, hard copy or electronic, will be a high quality product that promotes you to employers (the Career Center has examples and handouts).

5. **Final Presentation** (10% of course grade): Students will present their shared experiences in the community engagement project, including reflection about a pertinent sociological topic or an organizational analysis. During the final presentations, classmates will give feedback and evaluate others’ presentations.

6. **Class Participation** (10% of course grade): Your class participation will be evaluated, though you are not required to attend. Like a work situation however, your enthusiasm and contributions to the success of the class will become the basis your participation. Students who participate in readings, discussion, and show their preparation for class will receive full credit.

**Evaluation of Oral Presentations**
Much of the work in this course will consist of oral presentations of the readings and practicing how to orally present yourself. The oral presentations will be evaluated as follows: Organization of presentation, clarity of speaking, connecting with the audience, create a story that helps audience see the significance of the material, include a connection of the material between yourself and the audience, visuals are well organized and clear, as well as the posture, gestures and eye contact you make with the audience.

**Grading**

This course is graded. Grading is on a point (typically 10 points) basis where each assignment is assigned a point value, and then the assignments are weighted according to the percentage of the total grade indicated. For assignments that are not graded on points, they must be turned in to pass the course. The classroom participation grade is measured by means of your vocal participation in classroom discussion, asking questions in class and during office hours, and your contribution to moving the course discussion forward. The instructor reserves the right to readjust points, remove assignments after discussion with the enrolled students, but will not add additional work beyond what is specified in the syllabus. As a rule, the course work does not include extra credit, just like a normal working situation.

**Community Engagement Projects (24+ hours this semester):**

These projects will include a Sociological Analysis of the community organization, describing in particular the history, mission, programs, funding sources, staffing, operations, and outcomes/community impact.

As students you will (thanks to Prof. Michael Fallon):

1. Advance personal growth and professional development;
2. Understanding the types of jobs/professions that sociologists pursue; gain exposure to the professional networks that will further occupational/career goals. Similarly, identify contemporary issues one may undertake to address. Evaluate social entrepreneurship as a means of livelihood addressing social problems.
3. Understanding the linkages between sociology (theory) and practice (action and policy) by understanding the concept of public sociology.
4. Apply critical thinking to form perspectives on issues, determine causes and effects, and develop solutions.
5. Engage in campus and community activities, realize its need and value, demonstrate a willingness to participate in community projects, organize a community event; understand your role as an active participant in society and how to engage in learning and community building throughout your life.
6. Dialogue and collaborate with classmates and with community members on critical contemporary issues; and communicate (orally and in writing) your knowledge, skills, values, and experience on these issues (i.e., interviews, networking, presentation of papers/research, community engagement).
7. Prepare material (resume, interview, portfolio) to use in applying for professional occupations; assemble a portfolio showcasing progress and accomplishment in ways that give professional and academic advantage. The portfolio is a demonstration of your readiness to assume the responsibilities of a professional career.
8. Comprehend and demonstrate characteristics of “intentional learners” who can adapt to new environments, integrate knowledge from different sources, and continue learning throughout your lives; and demonstrate the capacity to participate in a socially responsible member of civic, professional, cultural and global communities.

Schedule of Meetings

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction, Course Outline, Expectations, plan for semester</th>
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<tbody>
<tr>
<td>Read Lambert introduction and Chapter 1—Construct a Self-Assessment worksheet for yourself based on Lambert p. 5-6</td>
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<tr>
<td>Register with Sparta Jobs and regularly check the Career Center Calendar of events: <a href="http://www.sjsu.edu/careercenter/students/program-calendar/index.html">http://www.sjsu.edu/careercenter/students/program-calendar/index.html</a></td>
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<tr>
<th>Week 2</th>
<th>Presentations by organizers from projects addressing homelessness and Housing</th>
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<tr>
<td>Read Chapter 3 Lambert “Researching careers and networking”</td>
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<td>Visit Career Center web page, complete Personality Mosaic, study O*Net web site <a href="http://www.sjsu.edu/careercenter/students/explore-majors-careers/getting-to-know-yourself/index.html">http://www.sjsu.edu/careercenter/students/explore-majors-careers/getting-to-know-yourself/index.html</a></td>
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<td>Due: Student Data &amp; Personal history form</td>
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<tr>
<th>Week 3</th>
<th>Presentation by the Career Center</th>
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<tr>
<td>In-Class Begin self-assessment: Who are you? Telling your story</td>
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<td>What is the “sociological imagination”? How to use this imagination</td>
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<tr>
<td>Read Lambert Chap 1 and Chapter 4 “Interviewing and Job Offer Considerations”</td>
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<tr>
<td>Visit the Self-Assessment page of the Career Center</td>
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<td>Due: Lambert Self Assessment sheet</td>
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<tr>
<th>Week 4</th>
<th>Resumes: workshop and practice writing our resumes</th>
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<tr>
<td>Read Lambert Chapter 2 on resumes and review Career Center materials on resumes</td>
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<tr>
<td>First presentation on Lambert Chapter 5 “Teaching and Graduate school degrees”</td>
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<td>Due: Resume and Cover letter and Neighborhood Analysis</td>
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<th>Week 5</th>
<th>Presentation on Lambert</th>
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<td>Chapter 6 Social Service agencies and Chapter 7 “Human Resources Management”</td>
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<td>Due: Parent Interview</td>
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<th>Week 6</th>
<th>Presentation on Lambert</th>
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<tr>
<td>Lambert Chapter 8 “Public Employment” and Chapter 8 “Public Employment – Law Enforcement”</td>
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<tr>
<td>Due: Informational Interview Questions</td>
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<th>Week 7</th>
<th>Presentation on Lambert</th>
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<tr>
<td>Lambert Chapter 9 “Social research and data analysis”</td>
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<tr>
<td>Introduction to Jeff Sallaz’ book Labor, Economy Work</td>
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<tr>
<td>Read Sallaz Chap 1 “What good is work?”</td>
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<td>Due: Self Assessment Occupational report</td>
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Week 8  Reflections on Civic Engagement projects lead by Organizers

Week 9  Work, capitalism, employment
Lecture and discussion about Sallaz Chap 1 “What good is work?” and Chap 2 “The Great Transformation of Work”

Week 10  Presentations on Sallaz
Sallaz Chap 3 “Classifying Labor” and Sallaz Chap 4 “Commensurating Labor”

Week 11  Presentations on Sallaz
Sallaz chapter 5 “Making Labor markets” and Chap 6 “Controlling Labor”
Due: Report on Informational Interview

Week 12  Final Presentations on Sallaz
Chap 7 “Labor and Group-Making” and Chap 8 “Conclusion: What Good is Embeddedness”

Week 13  Introduction to and first discussion of Barack Obama’s *Audacity of Hope*
Prologue and Chapter 1 Republicans and Democrats in National Politics
Chapter 2 “Values” & Chapter 3 “Our Constitution” & Chapter 4 “Politics”
Due: Outline for Portfolio

Week 14  Organizer lead Reflection of Civic Engagement Experiences
Discussion about Obama *Audacity of Hope* Chapter 5 “Opportunity”
Due: Report on Informational Interview

Week 15  Discussions on Obama’s *Audacity of Hope*
Chapter 6 “Faith” & Chapter 7 “Race” & Chapter 8 “World Beyond Our Borders”
Chapter 9 “Family” & Epilogue
Due: How I Became a Sociology Major

Week 16  Community Engagement Presentations
Due: Evaluation of Obama claims
DUE: SOTES survey of this course
DUE: Complete the online survey on about Sociology Major

FINAL Project Meeting: Portfolio Due