San José State University  
Department of Sociology  
Sociology 181B, Senior Capstone Course, Spring 2018

Course and Contact Information

Instructor: Chris J. Cox
Office Location: DMH 210
Telephone: (408) 924-5326
Email: Christopher.cox@sjsu.edu  
Cj373@hotmail.com
Office Hours: MW 2:00 pm – 3:00 pm; T 5:00 pm – 6:00 pm
Class Days/Time: MW 3:00 pm – 4:15 pm
Classroom: DMH 231

Prerequisites: Must be registered for graduation in May 2017 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 Format

While this course has a traditional format, it also includes a service project consisting of 24 hours outside of regular class time.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

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.

Course Goals and Student Learning Outcomes

The educational goals of the Sociology Department's B.A. Program are based on a liberal education and the mission statements of San José State University and the College of the Social Sciences.

Sociology BA Program Learning Outcomes
1. Students will be able to think sociologically about the relationship between social structure, interaction, identities, and inequalities;
2. Students will be able to identify and explain major sociological theories and apply them to everyday life;
3. Students will be proficient in qualitative and quantitative research design, data collection and data analysis;
4. Students will be proficient in oral and written communication skills appropriate to the discipline;
5. Students will be able to practice sociology as educated and civically engaged persons.

The capstone course emphasizes all of the goals listed below:

1. Students will be able to know the discipline and its role in understanding social reality;
2. Students will be able to understand the diversity of American society;
3. Students will be able to understand the role of theory in sociology;
4. Students will be able to understand the role of research methods in sociology;
5. Students will be able to obtain the skills in communication and critical social inquiry;
6. Students will be able to gain an understanding of—and potential solutions to—current social issues and social problems.

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

- Understand the types of jobs/careers that sociologists can be employed in. Students will gain exposure to the professional networks that will further occupational/career goals.
- Understand the linkages between sociology (theoretical) and practice (action or activity).
- Understand your role as an active participant in society and how to engage in learning and activity throughout your life.
- Assemble a portfolio showcasing their progress and accomplishments in ways that give them professional and academic advantage. The portfolio is a presentation of the student’s readiness to assume the responsibilities of a professional career.
- Communicate orally their skills and qualifications (i.e., mock interview, oral presentation of research material).
- Prepare materials (cover letters, resumes) to use in applying to professional occupations.

**Required Texts/Readings**


4. Spartan Daily, “Serving San Jose State University since 1934” – hard copy newspaper or online at 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**


**Library Liaison**

Kathryn Blackmer Reyes (408) 808 - 2097

**Course Requirements, Assignments, and Grades**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf).

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** (50% of course grade): There will be several short assignments, which will include:
   
   A. A *Neighborhood Analysis* of the neighborhood/county where your parents live (5%)
   
   B. A *Parent Interview* focused on their education and career history (10%)
   
   C. A *Self Assessment* from the Lambert text and a *Self-Assessment & Occupational/Career Investigation Report* (5%)
   
   E. *Resume*: A one-page resumé you will use for a job, and one other master resumé that includes all possible information about your skills and qualifications (5%)
   
   F. Writing a *Cover Letter* (check)
   
   G. *Quizzes* on each chapter of Sallaz (5%)
   
   H. An *Occupational Interview* (career informational interview); conducting an interview, including a written report on what you discovered (10%)
   
   I. *How I became a Sociologist*: An educational life history (10%)

   **Specific assignment instructions will be provided on Canvas

2. **Presentation on the readings** (10%): Each student will present twice 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 either Sallaz’ or other readings.

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

   24 hours of community engagement with one of the organizations we have chosen.

   OR

   Community Engagement with an organization with which you have already established a relationship, and which is approved by the instructor.

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** (5% of course grade): Students groups will present their shared experiences in the community engagement project; students doing an individual project may present on a sociological topic of their choice or their organizational analysis. During the final presentations, classmates will give feedback and evaluate others’ presentations.

6. **Class Participation** (5% of course grade): Your class participation will be evaluated (though not based directly on attendance). 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 with 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 Policy**

This course is graded. Grading is on a percentage basis, 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 (credit/no credit). 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.

**Grading Scale:**

- 98% or up = A+
- 96% - 97.9% = A
- 92% - 95.9% = A-
- 90% - 91.9% = A-
- 88% - 89.9% = B+
- 86% - 87.9% = B
- 82% - 83.9% = B-
- 80% - 81.9% = B-

**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.

It should be noted that the Academic Vice President in a memorandum dated October 25, 1977 cites a university policy that states that there shall be an appropriate final examination or evaluation at the officially scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Classroom Protocol

1. Late Assignments: Assignments will lose credit for every day that they are late. These assignments must be turned in by hand during class, or by Canvas as specified (not by email). Assignments over one week late will not be accepted unless a prior arrangement has been made with me. If you foresee a problem with meeting a deadline, you need to speak with me about it as soon as possible. Waiting until the last minute is not a good idea.

2. Academic Honesty: Cheating on exams or written assignments is not allowed and will not be tolerated. Most importantly, this includes plagiarism on the formal written assignments. Basically, plagiarism includes using the words and ideas of others without giving proper credit, as well as the outright copying of others’ work. In cases of substantiated violations of the academic integrity policy (i.e., there is sufficient evidence that you have cheated on any assignment), you will automatically fail the course.

3. General conduct: Cell phones should not be used during class, and your phone’s ringer should be turned off. Text messaging is also not permitted during class. Please show courtesy to your fellow students and your professor by refraining from cell phone use during class. If you are having an emergency for which you need your phone on, come and talk to me before class begins.

* Also, there are times when we may discuss sensitive topics during class, or topics of controversy for which people may have extremely divergent views. Open discussion and debate is encouraged, but maintaining an atmosphere of mutual respect towards all that are in the class is of the utmost importance.

We will as much as possible conduct this class as though it were a working situation. That means you will be expected to arrive on time, to stay in class for the duration of the course meeting, and to conduct yourselves as professionals. This will include following etiquette in our face-to-face interactions as well as via email that conform to professional expectations.
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 arises. 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.

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.”
  - In order to get my permission for recording, a request must be submitted both verbally and in writing; it should specify whether the request is for the whole semester or on a class-by-class basis. There is no guarantee that such a request will be granted unless it is deemed necessary as an approved accommodation by the Accessible Education Center (AEC).
  - 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.
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.)

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.
### Sociology 181B: Senior Capstone, Spring 2018 Course Schedule

*Tentative Schedule of topics, reading assignments, and other class assignments/activities*

#### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 24</td>
<td>Introduction, Course Outline, Expectations, plan for semester</td>
</tr>
<tr>
<td>2</td>
<td>Jan 29</td>
<td>Read Lambert introduction and Chapter 1 — Self-Assessment</td>
</tr>
<tr>
<td></td>
<td>Jan 31</td>
<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>
</tr>
<tr>
<td>3</td>
<td>Feb 5</td>
<td>Read Lambert Chapter 2: Resume/Cover Letter</td>
</tr>
<tr>
<td></td>
<td>Feb 7</td>
<td>Visit the Self-Assessment page of the Career Center and begin to systematically complete the parts of that page</td>
</tr>
<tr>
<td>4</td>
<td>Feb 12</td>
<td>Construct a Self-Assessment worksheet for yourself based on Lambert p. 5-6</td>
</tr>
<tr>
<td></td>
<td>Feb 14</td>
<td><strong>DUE: Lambert Self Assessment</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Who are you? Telling your story</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is the <em>sociological imagination</em>? How to use this imagination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Lambert Chapter 3: Researching careers and networking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Lambert Chapter 4: Interviewing and Job Offer Considerations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation by Sandra De Leon from the SJSU Career Center on resumes, cover letters, and resources at Career Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Looking for work, examining cost of living, developing a network</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visit Career Center web page and complete the Personality Mosaic, followed by research on O*Net of occupations <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>
</tr>
<tr>
<td>5</td>
<td>Feb 19</td>
<td><strong>DUE: Resume and Cover Letters</strong></td>
</tr>
<tr>
<td></td>
<td>Feb 21</td>
<td>Begin presentations on Lambert</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Lambert Chapter 5: Teaching with an Advanced Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Lambert Chapter 6: Community Organizations/Social Service Agencies</td>
</tr>
<tr>
<td>6</td>
<td>Feb 26</td>
<td><strong>DUE: Neighborhood Analysis</strong></td>
</tr>
<tr>
<td></td>
<td>Feb 28</td>
<td>Continue presentations on Lambert</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Lambert Chapter 7: Human Resources Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Lambert Chapter 8: Public Employment</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 7    | Mar 5      | Continue presentations on Lambert  
|      | Mar 7      | Read Lambert Chapter 8: Public Employment (including Law Enforcement)  
|      |            | Read Lambert Chapter 9: Social Research and Data Analysis  
|      |            | Work, Capitalism, Employment  
|      |            | Begin presentations on Sallaz  
|      |            | Read Sallaz Chapter 1: What Good is Work?                                                                                                                                                                                              |
| 8    | Mar 12     | **DUE: Self Assessment Occupational report**  
|      | Mar 14     | The History of work and Employment  
|      |            | Read Sallaz Chapter 2: The Great Transformation of Work  
|      |            | Read Sallaz Chapter 3: Classifying Labor                                                                                                                                                                                                |
| 9    | Mar 19     | **Due: Parent Interview**  
|      | Mar 21     | Commodification of paid work; How employers and employees find each other  
|      |            | Read Sallaz Chapter 4  
|      |            | Read Sallaz Chapter 5                                                                                                                                                                                                                     |
|      |            | **Spring Break is from March 26 through March 30**                                                                                                                                                                                        |
| 10   | Apr 2      | **Due: Interview Questions (Occupational Interview)**  
|      | Apr 4      | Control of Labor; Contesting what counts as work; Business/Worker associations  
|      |            | Read Sallaz Chapter 6  
|      |            | Read Sallaz Chapter 7                                                                                                                                                                                                                     |
| 11   | Apr 9      | Conclusions about work  
|      | Apr 11     | Read Sallaz Chapter 8                                                                                                                                                                                                                     |
| 12   | Apr 16     | **Due: Occupational Interview**  
|      | Apr 18     | Reading Presentations:  
|      |            | Tent City Urbanism Chapter 1                                                                                                                                                                                                                  |
| 13   | Apr 23     | Reading presentations:  
|      | Apr 25     | Tent City Urbanism Chapter 2                                                                                                                                                                                                                   |
| 14   | Apr 30     | **Due: How I Became A Sociology Major**  
|      | May 2      | Reading presentations:  
|      |            | Tent City Urbanism Chapter 3                                                                                                                                                                                                                   |
| 15   | May 7      | **Due: Outline for Portfolio**  
|      | May 9      | Reading presentations:  
|      |            | Tent City Urbanism Chapter 4                                                                                                                                                                                                                   |
| 16   | May 14     | Community Engagement Presentations  
|      |            | The last day of instruction for the Spring semester is Monday, May 14<sup>th</sup>                                                                                                                                                             |
| Final Exam | May 17   | **Due: Portfolio**  
|            |            | Thursday, May 17<sup>th</sup> at 12:15 pm                                                                                                                                                                                                        |