

San José State University
Department of Sociology & Interdisciplinary Social Sciences
SOCI 1, Introduction to Sociology (3 units), Spring 2020

Instructor:	Dr. Tracy DeHaan
Office Location:	DMH 237A
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Office Hours:	Wednesdays 4:45-5:45pm (in-person) Thursdays 3-4pm (virtual)
Class Days/Time:	Mondays and Wednesdays 10:30-11:45am
Classroom:	HGH 124
GE:	D1: Human Behavior

“People who like to avoid shocking discoveries, who prefer to believe that society is just what they were taught in Sunday School, who like the safety of the rules and the maxims of the ‘world-taken-for-granted,’ should stay away from sociology. People who feel no temptation before closed doors, who have no curiosity about human beings, who are content to admire scenery without wondering about the people who live in those houses on the other side of that river, should probably also stay away from sociology. They will find it unpleasant or, at any rate, unrewarding. People who are interested in human beings only if they can change, convert, or reform them should also be warned, for they will find sociology much less useful than they hoped. And people whose interest is mainly in their own conceptual constructions will do just as well to turn to the study of little white mice. Sociology will be satisfying, in the long run, only to those who can think of nothing more entrancing than to watch men (and women) and to understand things human.” ~ Peter Berger (1963)

COURSE DESCRIPTION

This course will introduce the academic study of society. We will explore fundamental social theories and research methods used by sociologists to examine the interactions between social structures and individuals. We will examine concepts such as culture, socialization, social structures, institutions, stratification, deviance, crime, race, ethnicity, class, sexuality, and gender. The goal of the course is to gain a basic knowledge of sociological concepts and techniques, with a focus on the cultivation of a sociological imagination.

I hope you discover that the subject matter in this course is about you. It is about your thoughts and beliefs, the tastes you have acquired, your dreams, the strategies you find familiar as you move through life finding meaning and staying alive, etc. As you begin to explore the social forces that shape you, that shape all of us, I believe you will begin the discovery of human interconnectedness – that our lives, our identities, and our beliefs bind us together in groups. These groups give shape to our choices, our opportunities, our knowledge, our tastes, and our sense of purpose.

Because I practice feminist pedagogy, I will expect you to take control of much of your own learning process. This is *our* class, not mine. Your contribution is necessary *and* important. This is a challenge for many students because they are not used to this teaching style, but I encourage you to embrace the opportunity. Because of this teaching style, classroom discussion, personal reflection, creativity, and a desire to learn are all requirements of this course.

REQUIRED COURSE MATERIALS

Required Texts/Readings

Anderson, Margaret L., Kim A. Logio and Howard F. Taylor. 2015. *Understanding Society: An Introductory Reader, 5th Edition*. Belmont, CA: Wadsworth.

Note: The 4th edition of this book is also acceptable.

Johnson, Allan. 2014. *The Forest and the Trees: Sociology as Life, Practice, and Promise, 3rd Edition*. Philadelphia, PA: Temple University Press.

Note: You may also buy the “revised and expanded” edition (2nd) of this book.

Course materials such as additional assigned readings, the syllabus, assignment instructions, etc. can be found on the Canvas learning management system course website at <http://sjsu.instructure.com/>. You are responsible for regularly checking your email associated with Canvas for any course updates.

Students will be expected to read the assignments *before* coming to class. A major part of your learning in this class will come from reading and digesting the weekly reading assignments. You will find it *very* difficult to pass this class without completing the daily readings.

A note about in-class films: In-class films are noted on the syllabus. Some of these films are available by rental with the campus library system. However, some of them are not. It is in your best interest to attend class, and take notes, on the days that films are scheduled. Information from the films will be on the exams.

Dropbox

[Dropbox](#) is a free cloud storage application. It allows you to access your files from any Internet device. It also acts as a backup for your files in case your computer is lost, stolen, or damaged. I highly recommend using Dropbox or a similar program like Google Drive. No assignments will be accepted late without penalty due to lost data/files.

Free Copy of MS Word

<http://products.office.com/en-us/student/office-in-education>

Just use your [SJSU email address](#) for a free copy.

COURSE REQUIREMENTS

Course requirements for your grade will consist of two multiple-choice exams and one major course project. No extra credit will be provided. Grades are not curved.

REQUIREMENT	DUE DATE	% OF TOTAL GRADE
Midterm Examination	March 23	25%
Course Project		
Women’s Data Sheet	April 6	15%
Men’s Data Sheet	April 22	15%
Poster Session	May 11	10%
Written Analysis	May 11	10%
Final Examination	May 15 @ 9:45-12pm	25%

Late Assignment Policy: Late course project data sheets and analysis will receive a 10% per 24-hour period deduction. No late projects are accepted after three days. The course project poster session may not be made up. No late exams are accepted for any reason. Please plan accordingly. The course project components and exams may always be completed prior to the due date.

Note about attendance: I do not require attendance. Please only come to class if you are prepared to engage with the materials and each other. Please note, while I do not require attendance, failure to attend regularly will likely have an indirect, negative effect on your course grade.

COURSE PROJECT

You will be required to complete one major course project. For the project, you will perform a qualitative content analysis of magazine materials. You must present your research using a visual representation (poster collage) of your data/findings to a small group of your classmates. You will also write a brief analysis of your findings. You will receive guidelines for these projects in class and on Canvas.

EXAMS

There will be one midterm exam and one *non-cumulative*, final exam. Both exams will take place in class. The primary purpose of these tests is to ensure you have been keeping up on the readings and attending class lectures. You will need to purchase a Scantron (882-E) for each of these exams. Both exams are 50 multiple-choice questions and worth 25% of your course grade. You are allowed a *one-sided* 8.5x11 page of notes for each exam.

CLASSROOM PROTOCOLS

Emails – Due to the high volume of emails that I receive daily, I will not respond to requests for information that can be found in the syllabus or the assignment sheets. Please review all course documents before sending questions about course content/materials. Furthermore, to create a more balanced personal life, I will avoid answering emails on the weekends (Saturdays or Sundays) or during breaks/holidays. *Please include the course number and section in the subject line of your email correspondence.* You can expect an email response within 48-hours (excluding breaks, holidays, and weekends).

Due to the Family Educational Rights to Privacy Act (FERPA), I am not allowed to email or discuss grades through email. All grades are posted to Canvas, and you should calculate your course grade using that tool. Please note that I will not respond to emails about “improving your grade” or “extra credit opportunities” regardless of circumstance. Furthermore, I will not tolerate impulsive, disrespectful emails pertaining to grades received in this course. Disrespectful emails will be forwarded directly to the department chair (Dr. Garcia). If you have concerns over an assigned grade or would like more personal feedback, you must visit me in person during office hours. Please note that I do not change assigned grades unless I have made a legitimate error.

Recording/Documenting Lecture Materials – Per [University Policy S12-7](#), my lectures and slides are considered my legal, intellectual property. I will not allow students to audio or video record my lectures without first seeking written (email is fine) permission from me. The only exception to this rule is if you have a documented disability with audio-recording approval from Disability Services (please send documentation ASAP). Furthermore, I will not allow students to take photos of my lecture slides or lectures using their cell phones. Publicly sharing my intellectual property without my permission also violates said policy. Violations are subject to review by the Office of Student Conduct and Ethical Development.

Classroom Rules and Etiquette –

1. Come to class prepared. This means having all the tools you need to participate. At minimum, please bring something to take notes on and a writing utensil. I will contact students through a Canvas announcement if the reading(s) are required for classroom discussion.
2. Late arrivals to class are strongly discouraged. Late students are a disruption to the learning environment. I will not repeat important information provided at the start of class. It is in your best interest to arrive on time. If you're late, so are your journals!
3. Silence or turn off all electronic devices before entering the classroom. Do NOT leave them on vibrate. It is highly annoying and disruptive when such devices make noise.
4. Do not plan to use class time to read, complete assignments for other classes, shop online, chat, watch sports, make grocery lists, plan your weekend, sleep, pay bills, etc. Mentally “checking out” of class in this way will make it difficult to do well in the course. It will also be disruptive to your classmates. In addition, **I find this type of behavior to be incredibly annoying and unprofessional.** If you have a pressing need to do these things during class time, please do them someplace else.
5. Classroom discussion is to remain civil. We talk about a wide-array of sensitive and provocative subjects in this class. We are here to learn from each other. It is difficult to learn from others when they are rolling their eyes at you, yelling at you, ignoring you, or engaging in other disruptive behaviors. Disrespectful behaviors such as these will not be tolerated in our classroom.

COURSE GRADES

I encourage you to separate yourself from mainstream ideologies about course grades. We are socialized to believe that grades reflect personal intelligence, abilities, and potential. In my class, grades are an evaluation of context-specific assignments measured against the course objectives. I view grades as a form of communication that, when combined with critical feedback, leads to meaningful learning. I encourage you to interpret them this way as well. Grades should serve as a reflection of your learning *process*, and act as motivation for improvement and/or continued learning. Grades *do not* signify my level of respect for you. I am not obligated to give you the grade *you* think you deserve. The grade you receive is the grade *you* earned.

A note about Canvas and grade totals: Canvas is an online tool used to help you succeed in this class. While I post grades for individual assignments to Canvas, you should **NOT** trust the automatic calculations when calculating your future outcomes. Large assignments carry much more weight and can rapidly raise/drop your grade. Further, missed assignments do not affect your grade until a “0” is entered. I strongly suggest calculating this yourself using assignment weights provided below and point totals provided on Canvas. Your “current” grade may not actually reflect your position in the class.

All assignments will be given point scores. These scores will be turned into percentages and **weighted** according to the table above to average your course grade. The course percentages will then be assigned a letter grade as follows:

Percentage	Letter Grade	Percentage	Letter Grade
94-100%	A	74-77%	C
90-93%	A-	70-73%	C-
88-89%	B+	68-69%	D+
84-87%	B	64-67%	D
80-83%	B-	60-63%	D-
78-79%	C+	Below 60	F

Note: Percentages are rounded to the nearest whole number. For example, if you receive a 93.3 your grade will be rounded to 93 as an A-. If you receive a 93.6 your grade will be rounded to a 94 as an A. Please do not email me and ask for an alternative rounding system.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to review these university policies and resources with students.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

COURSE GOALS AND OBJECTIVES

Student Learning Outcomes:

At the conclusion of this class, you should be able to distinguish the sociological perspective from the other social sciences while emphasizing global studies, cross-cultural analysis, American cultural diversity, and the potential impact of all other dimensions of social and cultural diversity on human behavior. You will also be able to distinguish scientific method from non-scientific discourse on human social behavior. You will also be able to recognize major dimensions of the diversity of human social experiences within and between a world of societies.

Assessment: Examination questions and analysis paper.

Course Objectives:

Upon completion of the course, the student should be able to:

1. Make connections between social structure/context and the individual.
2. Understand the relationship between society and culture.
3. Comprehend the importance of history in the construction of difference and inequality, especially related to race/ethnicity, gender, sexuality, and social class.
4. Value the importance of social change at both the micro-sociological level and the macro-sociological level of society.
5. Understand sociological principles related to family, workplace, community, and societal issues while cultivating the ability to look beyond their own experiences.
6. Understand sociological methodology, including the scientific method, inductive/deductive reasoning, and the distinctions between qualitative and quantitative methodologies.

SOCI 1: Introduction to Sociology – Spring 2020

Schedule is subject to change with fair notice. Changes will be announced on Canvas.

US = Understanding Society | CAN = Canvas | FT = The Forest and the Trees

Week	Date	Topics, Readings, Assignments, Deadlines
1	THE SOCIOLOGICAL PERSPECTIVE	
	Jan 27	Course Introduction – No readings due
	Jan 29	FT: Chapter 1
2	Feb 3	US: <i>The Sociological Imagination</i> Pp. 2-6
	CULTURAL SOCIOLOGY	
	Feb 5	FT: Chapter 2
3	Feb 10	US: <i>Body Ritual among the Nacirema</i> Pp. 29-33
	STRUCTURE AND SOCIALIZATION	
	Feb 12	FT: Chapter 3
4	Feb 17	CAN: <i>Boys and Girls Constrained by Toys</i>
	SOCIAL INTERACTION AND THE SELF	
	Feb 19	FT: Chapter 5
5	Feb 24	US: <i>The Presentation of Self in Everyday Life</i> Pp. 82-84
	Feb 26	CAN: <i>The Looking-Glass Self</i>
6	DEVIANCE AND CRIME	
	Mar 2	US: <i>The Functions of Crime</i> Pp. 131-133
	Mar 4	US: <i>The Medicalization of Deviance</i> Pp. 134-139
7	Mar 9	CAN: <i>Six Lessons of Suicide Bombers</i>
	DATA COLLECTION METHODS IN SOCIOLOGY	
	Mar 11	US: <i>Human Inquiry and Science</i> Pp. 12-16
8	GENDER INEQUALITY	
	Mar 16	US: <i>The Social Construction of Gender</i> Pp. 222-227
	Mar 18	CAN: <i>Milkshakes, Lady Lumps and Growing Up to Want Boobies: How the Sexualisation of Popular Culture Limits Girls'</i> Film: <i>Killing Us Softly 4</i>
9	Mar 23	MIDTERM EXAMINATION
	Mar 25	WORKSHOP WOMEN'S DATA SHEETS
10	Mar 30	SPRING BREAK – NO CLASS OR OFFICE HOUR
	Apr 1	

Week	Date	Topics, Readings, Assignments, Deadlines
11	GENDER INEQUALITY AND MASCULINITY	
	Apr 6	CAN: <i>Guyland</i> Film: <i>Tough Guise 2</i> Women's Data Sheets Due
	SEXUALITY	
	Apr 8	CAN: <i>Gendered Sexuality in Young Adulthood</i> CAN: <i>Risky Lessons</i>
12	RACE INEQUALITY	
	Apr 13	US: <i>The Souls of Black Folk</i> Pp. 193-194
	Apr 15	US: <i>Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Race America</i> Pp. 205-211
13	Apr 20	CAN: <i>Honky: Race Lessons</i> Film: <i>White Like Me</i>
	Apr 22	WORKSHOP MEN'S DATA SHEETS
14	CLASS INEQUALITY	
	Apr 27	US: <i>Communist Manifesto</i> Pp. 147-150 US: <i>Aspects of Class in the United States: An Introduction</i> Pp. 151-155
	Apr 29	CAN: <i>Nickel-and-Dimed on (Not) Getting By in America</i> Film: <i>30 Days on Minimum Wage</i> Men's Data Sheets Due
15	May 4	Film: <i>Born Rich</i>
	GLOBALIZATION	
	May 6	US: <i>Globalization: An Introduction</i> Pp. 164-171
16	May 11	Project Poster Session and Analysis Due
Final	May 15	9:45am to 12pm