

SOCI 101-02 SOCIAL THEORY

Course and Contact Information

Instructor	Peter Chua
Email	Please use Canvas <Inbox> for electronic communication
Communication	Please check your Canvas mail and Canvas announcements regularly
Office Location	DMH 223
Office Hours	Tuesdays and Thursdays 12:00 noon – 1:00 p.m. and by appointment
Class Days/Time	Tuesdays and Thursdays 9:00 – 10:15 a.m.
Classroom	DMH 162
Prerequisite	SOCI 1 Introduction to Sociology and junior-level standing
Co-Requisite	SOCI 100w Writing Workshop
Recommendation	Completion of at least one other sociology courses to appreciate fully the issues and debates discussed in this course
Course Website	sjsu.instructure.com

SJSU operates a web-based learning management software called “Canvas by Instructure.” This course uses Canvas as its website to distribute reading materials, selected handouts and assignments, and other instructional materials and to submit selected assignments.

To familiarize yourself with the login process and security, go to www.sjsu.edu/at/ec/canvas/index.html

To log-in, use:

- Your 9-digit SJSU ID number as the username.
- Your SJSUOne password as the password.

To reset your password, go to sjsuone.sjsu.edu/sjsuone/resetpassword/

For technical support, go to isupport.sjsu.edu/ecampus/ContentPages/Home.aspx
Contact me if you have course-specific questions.

Course Description

This is an upper-division introductory course in sociological theory. It examines the contested intellectual trajectories of conventional and professional sociology since the mid-nineteenth century to more recent times. Attending to social and political contexts, we will begin by exploring the contesting perspectives and analysis on modern life offered by early social theorists such as Durkheim, Weber, and Marx. This semester, we will focus on the important ways in which these perspectives shaped research strategies for social studies and best ways to formulate research based on these theoretical perspectives.

You will read, in their own words, some of the notable theorists who have shaped professional sociology. Thus, this course offers you the opportunity to hone your skills in reading, analyzing, comparing, and critically evaluating major perspectives related to sociology. That is, you will be asked to develop your skills of critical analysis and self-expression by applying theories appropriately and by presenting clear written arguments about our social surroundings.

Course Learning Outcomes (CLOs)

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

CLO1: Explain—in a comparative manner—the central theoretical concepts and perspectives in sociology

CLO2: Assess the strengths and weaknesses of interpretive and critical perspectives and the weaknesses of out-of-date perspectives in sociology, particularly as related to the conduct of social research

CLO3: Enact appropriate social research activities by applying the most appropriate sociological perspective to address a range of current events

The following table indicates how this course supports in ensuring your successful completion of the B.A. sociology program outcomes (PLOs):

	CLO1	CLO2	CLO3
PLO1: Be able to think sociologically about the relationship between social structure, interaction, identities, & inequalities	X	X	X
PLO2: Be able to identify and explain major sociological theories and apply them to everyday life	X	X	X
PLO3: Be proficient in qualitative and quantitative research design, data collection and data analysis		X	X
PLO4: Be proficient in oral and written communication skills appropriate to the discipline			X
PLO5: Be able to practice sociology as educated and civically engaged persons			X

Required Readings and Materials

Required Readings

- Jones, Pip and Liz Bradbury. 2018. **Introducing Social Theory**, 3rd ed. Cambridge, UK: Polity Press. ISBN 978-0-7456-3523-1. List Price: \$24.95
- **Sociology 101: Social Theory Readings, Spring 2020.** Readings and class handouts are available at the Canvas site in PDF format for course participants.

Reference Readings on Introducing Sociology and Social Problems

- Barkan, Steven. 2015. *Social Problems: Continuity and Change*. Minneapolis, MN: University of Minnesota Libraries. Download at: open.lib.umn.edu/socialproblems/
- Griffiths, Heather et al. 2016. *Introduction to Sociology*, 2nd ed. Houston, TX: Rice University. Download at: openstax.org/details/introduction-sociology-2e

Technology Requirement

Students are required to have regular access to:

- A dependable **personal computer** with capacity to **access the internet** and the Canvas learning management system course website
- A dependable **web browser** with appropriate settings and an updated version for your computer to access and use Canvas, library databases, and other relevant websites
- A dependable personal computer **printer** to print reports and assignments
- An office software suite with basic word-processing capacities as such **Google Docs** (Google account required; available for "free" at docs.google.com), **LibreOffice** (available free at www.libreoffice.org), or **Microsoft Office**
- An **PDF reader** app

The SJSU Library and Our Library Liaison

The library provides online tutorials on using the library and academic integrity (see library.sjsu.edu/online-tutorials). See login.libaccess.sjlibrary.org/login to get online access to library databases. **Jane Dodge** (jane.dodge@sjsu.edu), the Library Liaison to sociology, is available by appointment and for consultation.

Course Requirement and Assignments

Active in-class participation (to assess CLO#1, #2 and #3): Required readings and in-class activities provide introductory insights and important details on social theorists and their theories. **Take good notes on your questions. Please bring your questions and the readings to class so we can discuss them closely.** If you do not understand specific readings, I urge you strongly to meet with me in my office, so we can discuss them more thoroughly. Random *quizzes* on the readings will assess your preparation and understanding on the assigned readings. *Mini-lectures* focus on substantive materials and analysis and expand on the materials introduced in the readings. The lectures relate to but not necessarily cover every important aspect of the readings. Make sure not to form *improper habits* of passive listening, passive notetaking, and regurgitation.

Evaluation of class participation and analytical creativity based on the following criteria: raising open-ended questions you based on the readings, your attention to details in the readings, your ability to synthesize discussions, and your overall contribution to the discussion. Factors that aid in your participation include completing the assigned work before class, arriving to class on time and staying for the whole time, paying attention, and actively and respectfully listening to the discussion. Factors that may limit your full participation include digital and mobile distractions (checking your phone, messages, emails, or online websites), reading any materials not related to the discussion, and not staying awake. You may *not earn any credit related to participation* if you miss ten or more class sessions (which is about 40% or more of the course).

Skill-practice assignments (to assess CLO#1, #2 and #3): You are expected to complete several short skill-practice assignments. The assignments ask you to apply and synthesize the assigned readings and aim to deepen your grasp of theoretical positions and debates. Your lowest grade will be dropped. Directions will be provided during the semester.

Final report and presentation (to assess CLO#1, #2 and #3): The final essay and presentation expand on issues raised in the readings and mini-lectures and allow for the sharpening of your analytical, speaking, and argumentative abilities. You will be asked to write an eight-page argumentative essay. Learning to write well can be developed only through persistence and hard work. In addition to my specific suggestions and encouragement, there are university resources available to help you foster these skills. Details given later will address the specific organization and content for the assignment.

Exams (to assess CLO#1, #2 and #3): The exams, which consists of short-answer questions, evaluate your understanding and application of theoretical concepts and, approaches.

The [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) requires the following language to be included in the syllabus:

“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.”

Final Examination

More details can be found in University policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>), which states that: “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Grading Information

Evaluation Principles

Your final grade derives from multiple methods of evaluation and several opportunities for practice, improvement, and learning with on meaningful feedback. Evaluation is fair and just, reflecting your effort and learning based on clear directions and criteria.

Determination of Your Course Grade

The satisfactory completion of the following requirements determines your overall grade:

- 20% Active participation & analytical creativity during reading discussions & in-class activities
- 25% Skill-practice assignments (including readiness blogs)
- 30% Two examinations (15% each)
- 15% Final report, due tentatively **May 7**
- 10% Report presentation, starting tentatively **Apr 30**

Grading Criteria

Grade	Percentage	Description
A plus	98-100%	Demonstrates highly exceptional work at a level of distinction exceeding the requirements for an “A” grade.
A	93-97%	Demonstrates excellent understanding of the course materials. Embodies a sociologist-in-training who is highly ethical, competent, and professional or equivalent. Consistently contributes in promoting class discussion and the learning of others and deepens learning that is self-initiated.
A minus	90-92%	Demonstrates work relatively weaker than the level of distinction needed for a “A” grade yet attained the level greater than a “B plus” grade.
B plus	88-89%	Demonstrates work relatively stronger than the level of distinction needed for a “B” grade but not attaining the level required for an “A minus” grade.
B	83-87%	Demonstrates good level of understanding of the course materials. Embodies a sociologist-

		in-training who is ethical, competent, and professional or equivalent. Shows some gaps in argumentation, writing, and completed tasks. Contributes to class discussion, yet in a limited manner.
B minus	80-82%	Demonstrates work relatively weaker than the level of distinction needed for a "B" grade yet attained the level greater than a "C plus" grade.
C plus	78-79%	Demonstrates work relatively stronger than the level of distinction needed for a "C" grade but not attaining the level required for an "B minus" grade.
C	73-77%	Demonstrates an acceptable yet uneven level of understanding of the course materials. Embodies a sociologist-in-training who is satisfactorily ethical, competent, and professional or equivalent. Shows major gaps in argumentation, writing, and completed tasks. Contributes to class discussion minimally.
C minus	70-72%	Demonstrates work relatively weaker than the level of distinction needed for a "C" grade yet attained the level greater than a "D plus" grade.
D plus	68-69%	Demonstrates work relatively stronger than the level of distinction needed for a "D" grade but not attaining the level required for an "C minus" grade.
D	63-67%	Demonstrates poor but passing understanding of the course materials. Embodies a sociologist-in-training who is not quite ethical, competent, and professional or equivalent. Shows highly significant gaps in writing, assignments, and participation.
D minus	60-62	Demonstrates work relatively weaker than the level of distinction needed for a "D" grade yet attained the level greater than a "F" grade.
F	59 & below	Demonstrates serious deficiency in competing assigned tasks (including participation) at the appropriate level and unacceptable understanding of the course materials. Shows very limited effort to learn the material and succeed academically and professionally.

Request for an Incomplete Grade

To receive an incomplete for the course, you must inform the instructor in person *seven-days before the last day* of instruction. A grade of incomplete will only be considered for students who are:

- Passing the course with a C or better,
- Present a legitimate, non-academic reason to the instructor, and
- Have only one major assignment left to finish.

Promotion of Caring, Accessible, Enriching and Mutually Respectful Learning Environment for All

My pedagogical values...

- I have high expectations for your performance in class and on assignments and for every student to be competent sociologists. I believe you can do the work, and I will coach you through the process. I demand a lot from you because I seek to develop you further academically and professionally.
- I think learning should be fun, exciting, and challenging.
- I am interested in your academic development and personal well-being.
- I think that learning and teaching are complex, endlessly fascinating collaborations.

As the instructor, I expect myself...

- To work hard to help you succeed in the course
- To be available if you need extra help
- To share my knowledge, training, and professional experiences and show how to make use of course content
- To model professional skills, ethics, and values
- To treat all students fairly, justly, and reasonable, particularly related to grading
- To provide meaningful feedback on your work
- To take lead in maintaining a positive, challenging learning environment

As students, you are expected...

- To be motivated and have a positive attitude to learn the course materials
- To commit a reasonable amount of effort to complete the readings and assignments, persevere, and have fun in learning the materials and to grow from mistakes
- **To be prepared and participate verbally every class session.**
The prerequisite for such active participation is attendance.
- To lead class discussion as part of your participation
- **To read the assigned materials before coming to class so we can discuss them in detail.** This means that you are familiar with the assigned readings and can raise thoughtful questions that encourage an interactive-learning and student-centered discussion.
- **To complete required readings and assignments on time** – that is, *before coming to class*. Written work should be proofread and edited. Assignments are due at the beginning of class. There will be substantial loss of credit for late work. Do NOT email them to me. Do NOT turn them in to the department office; this is a College of Social Sciences policy. Do NOT slide them under my office door.
- To be responsible in your learning and conduct yourself professionally by:
 - Attending class regularly. If you missed class, talk with your peers to learn what happened and get notes. After talking to classmates, if you have additional questions, talk with me in person.
 - Not disrupting the learning environment and the learning by your peers
- To contribute in maintaining a positive, respectful, and challenging learning environment and ensure a thoughtful and respectful engagement with the subject matter
- To cooperate and collaborate with your peers in teams, in class, and outside of class
- **To practice academic integrity and your owned intellectual work.** Academic dishonesty such as plagiarism and cheating violates university regulation. It will not be tolerated. Do give proper acknowledgement to ideas, facts, and arguments that you did not initially construct or demonstrate. This applies to in-class discussions and all written work. Notwithstanding this warning, you are strongly encouraged to discuss the class readings with students in or out of class, but acknowledge the ideas you received from others regardless of how casually you come to such ideas. *Note:* Your written work in this course may be evaluated for plagiarism using Turnitin.com, a plagiarism detection service contracted by SJSU
- To prevent class disruption and student inattentiveness resulting from the personal use of cell phones, smart phones, laptop computers, and other mobile communication devices during the class. Please leave the classroom to send and read text messages and make personal phone calls.
- To use laptop computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at www.sjsu.edu/gup/syllabusinfo/. Make sure to review these policies and resources.

SOCI 101 Spring 2020 Course Schedule

This is the tentative schedule, subject to change with fair notice through in-class announcements.

Key to readings:

C = Course readings posted on the Canvas website

IST = Pip Jones and Liz Bradbury's *Introducing Social Theory*, 3rd ed. (2018)

Tentative Schedule and Readings

Session, Date: Topic	Readings Before Class	Reminders
1, Jan 23: Defining Social Theory	- Lee Harvey, Morag MacDonald and Jane Hill, "Thinking Sociologically" [C]	
2, Jan 28: Non-Sociological Theories	- "1: An Introduction to Sociological Theories," pp. 1-30 [IST]	
3, Jan 30: Durkheim on Social Facts	- "4: Emile Durkheim," pp. 81-101 [IST] - Emile Durkheim, "What is a Social Fact?" [C]	COMPLETE BEFORE CLASS: Readiness blog #1 for 1/23, 1/28, & 1/30 readings
4, Feb 4: Durkheim on Social Solidarity	- Emile Durkheim, "Suicide" [C] - Emile Durkheim, "The Elementary Forms of Religious Life" [C]	
5, Feb 6: Positivism in Sociology	- Kath Woodward and Stuart Watt, "Science and Society" [C] - Lee Harvey, Morag MacDonald, and Jane Hill, "The Nature of Science" [C]	COMPLETE BEFORE CLASS: Readiness blog #2 for 2/4 & 2/6 readings
6, Feb 11: The Demise of Functionalism	- C. W. Mills, "Grand Theory" [C] - Charles Crothers, "The Fall of Structural Functionalism" [C] - A. Prout and A. James, "A New Paradigm for the Sociology of Childhood?" [C]	
7, Feb 13: Weber's Social Action Perspective	- "3: Max Weber," pp. 60-80 [IST] - Max Weber, "Class and Status" [C]	
8, Feb 18: Weber on Modern Rationality	- Max Weber, "Verstehen, the Spirit of Capitalism and the Iron Cage" [C]	COMPLETE BEFORE CLASS: Readiness blog #3 for 2/11, 2/13, & 2/18 readings
9, Feb 20: Weber on Modern Rationality (con't)	- Max Weber, "Bureaucracy" [C] - Max Weber, "Power, Authority, and Organization" [C]	
10, Feb 25: Interpretive Sociology (1)	- Georg H. von Wright, "Two Traditions" [C] - Ken Thompson and Kath Woodward, "Knowing and Believing" [C]	

Session, Date: Topic	Readings Before Class	Reminders
11, Feb 27: Interpretive Sociology (2)	<ul style="list-style-type: none"> - Lee Harvey, Morag MacDonald and Jane Hill, "Phenomenological Sociology" [C] - Gerard Delanty, "Hermeneutics and Interpretation" [C] 	COMPLETE BEFORE CLASS: Readiness blog #4 for 2/20, 2/25, & 2/27 readings
12, Mar 3: Symbolic Interactionism and Social Constructionism	<ul style="list-style-type: none"> - Kath Woodward, David Goldblatt, and Liz McFall, "Changing Times, Changing Knowledge" [C] - "5: Interpretive Sociology: Action Theories," pp. 102-123 [IST] 	
13, Mar 5: Goffman on Symbolic Interactionism	<ul style="list-style-type: none"> - Anthony Giddens, excerpt from "Social Interaction and Everyday Life" [C] 	COMPLETE BEFORE CLASS: Readiness blog #5 for 3/3 & 3/5 readings
14, Mar 10: Review		
15, Mar 12: Mid-Term Essay		Due: Mid-Term Exam Essay
16, Mar 17: Intro to Critical Social Inquiries	<ul style="list-style-type: none"> - C. W. Mills, "The Sociological Imagination" [C] - W. E. B. Du Bois, "Of Our Spiritual Strivings" [C] 	
17-19, Mar 19, 24, 26: Marx's Stand and Method	<ul style="list-style-type: none"> - Excerpt from "2: Marx and Marxism," pp. 31-45 and 53-59 [IST] - Karl Marx and Friedrich Engels, "Manifesto of the Communist Party" [C] 	COMPLETE BEFORE CLASS: Readiness blog #6 for 3/17, 3/19, 3/24 & 3/26 readings
20, Apr 7: Marx on Class as Social Relations	<ul style="list-style-type: none"> - Justin Holt, "Economics" [C] 	
21, Apr 9: Marxists on Capitalist Development	<ul style="list-style-type: none"> - Frederick Engels, excerpt from <i>Socialism: Utopian and Scientific</i> [C] 	
22, Apr 14: Critical Social Inquiries	<ul style="list-style-type: none"> - Gerard Delanty, "The Dialectical Imagination" [C] 	COMPLETE BEFORE CLASS: Readiness blog #7 for 4/7, 4/9, & 4/14 readings
23, Apr 16: Critical Sociology (2)	<ul style="list-style-type: none"> - Lee Harvey, Morag MacDonald and Jane Hill, "Critical Social Research" [C] 	
24, Apr 21: Critical Social Inquiries: Feminist Theories	<ul style="list-style-type: none"> - "8: Feminism and Gender Theories," pp. 178-199 [IST] - Angela Davis, "The Legacy of Slavery: Standards for a New Womenhood" [C] 	
25, Apr 23: Critical Social Inquiries: Intersectional & Chicana Feminisms of Cherríe Moraga and Elizabeth Martínez	<ul style="list-style-type: none"> - Cherríe Moraga, "We Fight Back with Our Families" [C] - Cherríe Moraga, "Queer Aztlán" [C] - Elizabeth Martínez, "In Pursuit of Latina Liberation" [C] - Elizabeth Martínez, "Weaving a Net That Works" [C] - Elizabeth Martínez. "Remember Something Ancient: Imagine Something New" [C] 	

Session, Date: Topic	Readings Before Class	Reminders
26, Apr 28: Feminism and Sociology	- Dorothy Smith, "Knowing a Society from Within" [C]	COMPLETE BEFORE CLASS: Readiness blog #8 for 4/16, 4/21, & 4/28 readings
27, Apr 30: Presentations		
28, May 5: Presentations		
29, May 7: Closing Remarks & Review	- "How to Present Your Sociological Education..." "Viewpoints from Three Sociology Graduates," and "A Sociology Graduate in Employment" [C] - "9: Sociology and Its Publics," pp. 200-214 [IST]	Due: Final Report
May 19, Tuesday, Final Exam		Due: Final Exam Essay

Bibliographical References

Sessions 1-14

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Sessions 16-30

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SJSU CAMPUS EMERGENCY PROCEDURES

FIRES, EARTHQUAKES AND OTHER DISASTERS

- **Call 9-1-1** or use a blue light telephone to summon University Police assistance for any campus police, fire, or medical emergencies. Give your **name**, the nature of the emergency, and your specific **location**. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for **minor fires**. If a fire appears **uncontrollable, close all room doors** to confine the fire, **pull** the building fire **alarm lever, evacuate** the area or building, and then **call 9-11**.
- **Remain calm** during an earthquake. **“Duck, cover and hold”** under a desk or table, or stand in a doorway or against an interior wall. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- **Help disabled persons** evacuate the building. Follow instructions of Building Emergency Team members and University Police. Do not use elevators.
- **Tune to radio** station KSJS 90.5 FM for campus information. A campus information line will be set up as soon as possible after a major emergency -- call 924-SJSU (924-7578) for instructions, information, and updates.

MEDICAL EMERGENCIES

- **Call 9-1-1**. Give your name, the nature of the emergency, and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.).
- **Assist the victim** until help arrives. If you, or someone in the area, are trained in CPR, perform CPR if necessary. Stop bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. **Do not leave victims unattended**. Be careful about contaminating yourself and others if hazardous materials may be involved.
- For **minor first aid**, report in person to the Student Health Center weekdays from 8 a.m.-5 p.m. or call University Police at **924-2222**.

BUILDING EVACUATION

- **Leave** by the nearest safe exit when you hear the building emergency alarm (fire alarm), or if you are told to do so by University Police or a Building Emergency Team member.
- **Take keys, books, wallets, prescription medicines** and important personal belongings with you in case you cannot re-enter immediately. Move at least 150 feet away from all structures. **Do not smoke**.
- **Use the stairs**. Do **not** use elevators--in case of fire or earthquake, many elevators stop in place and you may be trapped or exposed to deadly smoke.
- Re-enter a building only after University Police or Building Emergency Team members tell you that it is safe to do so.

**POLICE - FIRE - MEDICAL
EMERGENCY
DIAL**

9 – 1 – 1

For further information visit the University Police Web site at:

<http://www.sjsu.edu/police/>