

San José State University
Department of Sociology & Interdisciplinary Social Sciences
Person and Society, SOCI 171, Spring 2020

Instructor:	Dr. Tracy DeHaan
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Office Hours:	Wednesdays 4:45-5:45pm (in-person) Thursdays 3-4pm (virtual)
Class Days/Time:	Mondays and Wednesdays 1:30-2:45pm
Classroom:	DMH 231
Prerequisites:	SOCI 001 (or instructor consent) is a prerequisite for all SOCI upper division classes.

COURSE DESCRIPTION

This course has two main goals. First, students will develop a deep understanding of how social conditions influence individual behavior. Throughout the course of history, people in all societies and civilizations have participated in episodes of unique and diverse behavior such as crowds, fads, riots, and hysterias. Such episodes of human/social behavior have long attracted the curiosity of sociologists in what has become loosely defined as the field of collective behavior. In the words of sociologists Turner and Killian (1986:3), "Collective behavior may be defined as those forms of social behavior in which usual conventions cease to guide social action and people collectively transcend, bypass, or subvert established institutional patterns and structures." Our goal in this course will be to explore the various social conditions under which groups - in the form of crowds, publics, and social movement organizations - intentionally or unintentionally transgress - and sometimes transform - the social order.

The second goal of this course is to understand the self and how our personal and social identities are heavily influenced by social conditions. We'll explore how our self-concepts are developed, and we'll begin to better understand why we hold so tightly to our identities. Those identities feel very personal. However, they are usually lodged deeply in social interaction and historical context. We'll consider how social identities play a role in collective activities such as riots, protests, and social movements. Identities are used as a tool for human conditioning and social change.

Because I also 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 use 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

Course materials such as additional readings, syllabus information, assignment instructions, assessments, grades, 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.

*A major part of your learning in this class will come from reading and digesting the weekly materials. You will find it **very** difficult to pass this class without consuming the weekly reading and digital media assignments!*

Audio Player

Because this course requires students to listen to podcasts, all students must have access to an audio player. These include [iTunes](#) for Mac or [Windows Media Player](#) for PC. You may also use an app such as [Pocket Casts](#) for your handheld devices. There are also numerous other free audio players available on the Internet. This also means students will need access to an electronic device that plays audio (computer, tablet, laptop, smartphone, etc.).

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 AND RESOURCES

Course requirements for your grade will consist of daily journals, two current event analyses, a midterm (group) poster session, and a final essay exam. No extra credit will be offered. Please take your assignments and their due dates seriously.

REQUIREMENT	DUE DATE	% OF TOTAL GRADE
Midterm Poster Session	March 16	25
Current Event Analysis	Choose 2 of the dates below: February 26 April 6 May 4	25
Journals	Daily – See Schedule	25
Final Essay Exam	May 18 by 2:30pm	25
TOTAL		100

CURRENT EVENT ANALYSIS

Two times during the semester you will be asked to apply one of the theories we're learning about in class to a current event. You will be asked to find a news report on a current event. You will then be asked to summarize the event and then explain it using a theory on human behavior we've learned in class. There are three due dates available; you must select two for submitting your analysis. Each analysis is worth 12.5% of your course grade. More information is available on Canvas.

JOURNALS

This aspect of the class is meant to encourage collaborative learning, creative reflection, synthesis of material, and application of the assigned materials to your everyday life. You must buy a packet of **4x6** index cards for this course requirement. For every assigned material (readings and podcasts), you will be asked to respond to a question on one side of the notecard and complete reading/listening notes on the backside of the notecard. **This assignment is described more fully on the last page of the syllabus.** Journals will be graded on your ability to accurately interpret, summarize, *and* apply the material. They are due at the **start of class** on the day the material is scheduled for. You will turn in **one card per class period**. When there are two materials assigned for one class period, choose one to write a journal for. If you're late, so is your journal. Late journals may be submitted for half-credit up for up to one week. There are 27 opportunities for submitting journals; you must submit 25 for full credit. Your two lowest scores are dropped. Each journal is worth 1% of your course grade for a total weight of 25%.

EXAM POSTER SESSION

Your midterm poster exam will be held during class on March 16th. However, this project will require continuous effort throughout the first half of the semester. Students will be assigned to a small group (4-5 students). Group members will collaborate on the creation of a presentation poster. On February 17th, you will submit requests for which research group you would like to work in. Multiple topics will be available for consideration. You will be able to choose your top three preferences of course-related topics, and I will assign you to one of those.

Once you have been assigned to a topic, students are expected to begin work on the project immediately. This project will require the efforts of all group members. Thus, students will complete anonymous "peer evaluations" of other group members' efforts, which will directly affect individual scores for the poster session. Furthermore, at the poster session each group will evaluate the posters created by other students. This input will be given consideration when calculating the assigned grade for the poster presentation. Detailed instructions will be discussed in class and posted on Canvas.

FINAL ESSAY EXAM

You will have a take-home, final essay exam that will test you on major course concepts. The format offers a bit of leeway. There are six questions, and you choose three. Because you have approximately one week to work on the exam, it is expected that your exam will be well polished and thorough. More information may be found on Canvas after the release date. *No physical attendance is required.*

Late Assignment and Extra Credit Policy – Unless otherwise stated on the assignment prompt, all late writing assignments will receive a 10% deduction per 24-hour period that they are late. No written assignments will be accepted after three days. Late journals earn up to half credit and may be submitted up to a week late. The poster session may not be made-up (attendance is required). Late penalties apply to *all situations regardless of personal circumstance*. The only exception to the late policy is with a documented need from AEC.

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. Carlos 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.

Attendance – I do **NOT** require attendance. Frankly, if you do not want to be in class, I’d prefer you not attend. Students who force themselves to sit in while disengaging in the classroom activities suck the life and energy out of the room. If you would rather be somewhere else, with someone else, doing something else, then you may kindly excuse yourself. However, please note that while attendance is not required, failing to attend class will likely indirectly, negatively affect your course grade because you will miss content pertaining to the course exams.

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.

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.

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.

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The schedule is subject to change with fair notice.

Changes will be announced during class and/or through Canvas announcements.

CAN = Canvas document | DIG = Digital file

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 27	Course Introduction – No readings or assignments due
	MICRO – MACRO CONNECTION	
	Jan 29	CAN – <i>The Forest, the Trees, and the One Thing</i>
2	Feb 3	CAN – <i>Together We Construct Our Worlds</i>
	THEORIES AND METHODS OF COLLECTIVE BEHAVIOR	
	Feb 5	CAN – <i>Social Contagion Theory</i>
3	Feb 10	CAN – <i>The Emergent Norm Perspective</i>
	Feb 12	CAN – <i>The Value-Added Theory</i>
4	COLLECTIVE BEHAVIOR: MASS HYSTERIAS	
	Feb 17	CAN – <i>Mass Hysterias</i> Select poster topics in class
	Feb 19	DIG – <u>What Witchcraft is Facebook?</u> In-class film: <i>War of the Worlds</i>
5	COLLECTIVE BEHAVIOR: IMAGES AND MIRACLES	
	Feb 24	CAN – <i>Images, Miracles, and Apparitions...</i>
	COLLECTIVE BEHAVIOR: RUMORS	
	Feb 26	CAN – <i>Rumor and Communication</i> Current Event Analysis (Option #1) Due
6	Mar 2	CAN – <i>Rumors, Urban Legends, and Internet Hoaxes</i>
	COLLECTIVE BEHAVIOR: FADS AND CRAZES	
	Mar 4	CAN – <i>Fads and Fashion</i>
7	Mar 9	CAN – <i>Simmel on Fashion</i>
	Mar 11	DIG – <i>Why do Crazes Take Off?</i> In-class film: <i>Sneakerheadz</i>
8	Mar 16	MIDTERM POSTER SESSION
	PRODUCING SOCIAL SELVES	
	Mar 18	CAN – <i>Who am I?</i>
9	Mar 23	CAN – <i>Looking Glass Self</i>

Week	Date	Topics, Readings, Assignments, Deadlines
	Mar 25	CAN – <i>Society in Action</i>
10	Mar 30	SPRING BREAK – NO CLASS
	April 1	SPRING BREAK – NO CLASS OR OFFICE HOUR
11	SELF PERFORMANCE	
	Apr 6	CAN – <i>The Presentation of Self</i> Current Event Analysis (Option #2) Due
	Apr 8	CAN – <i>The Gloried Self</i>
12	SELF AND IDENTITY BOUNDARIES	
	Apr 13	CAN – <i>Salvaging Decency</i>
	Apr 15	CAN – <i>Working “The Code” in the Inner City</i>
13	Apr 20	CAN – <i>Disciplined Preferences: Explaining the (Re)Production of Latino Endogamy</i>
		CAN – A Very Offensive Rom-Com
	RIOTS AND IDENTITY	
	Apr 22	CAN – <i>Individuals and Riots</i>
14	Apr 27	CAN – <i>Deadly Riots and the Los Angeles Riot of 1992</i>
		In-class Film – <i>Uprising: Hip Hop and the LA Riots</i>
	PROTESTS AND IDENTITY POLITICS	
	Apr 29	DIG – Why Did Millions March? A View from the Many Women’s Marches DIG – Sports Protest
15	May 4	DIG – <i>What You Need to Know about the Alt-Right Movement</i>
		CAN – <i>The Alt-Right on Campus</i> In-class film: <i>Charlottesville: Race and Terror</i> Current Event Analysis (Option #3) Due
	SOCIAL MOVEMENTS AND IDENTITY POLITICS	
	May 6	CAN – <i>Bike Party! Protestivals, Prefiguration, and New Social Movement Theory</i>
16	May 11	CAN – <i>Waving the Banana at Capitalism</i>
Final	May 18	FINAL ESSAY DUE TO CANVAS BY 2:30PM

JOURNALS (NOTECARDS)

You will need to buy a packet of **4x6** (NOT 3x5) notecards for this assignment. You will turn in **one card per assigned material each class period**. When there are two materials assigned for one class period, choose one to write a journal for. These are due at the **start** of class in order to be considered on time. Late journals will be accepted one week late for up to half credit. Journals will always be accepted early.

The purpose of this assignment is to help you prepare for class and critically engage with the reading/listening assignments. Completing these journals should help you stay up-to-date with the assigned materials, as well as think about and digest them. This assignment will also help you study and prepare for other components of the course. Namely, the current event analyses and the final essay exam. Occasionally, I will use submitted journals to help guide our class discussions.

There are 27 reading journals, but you can miss 2 journals without penalty to your grade. These cards will be totaled over the semester for 25% (up to 25 points total) of your grade. Therefore, each journal is worth up to 1% (1 point each) of your course grade. Incomplete journals, or journals that do not meet the expectations of the assignment will receive partial credit. Feedback will be provided. You will not receive full credit if you do not answer one of the three questions posed below or if you do not complete both sides of the notecard. Late journals (even by a couple of minutes) receive half-credit maximum. **I am not responsible for lost or unnamed notecards.**

ON THE FRONT OF THE CARD (1/2 point each journal):

Answers **must be legible**. Place your name, date, and the title of the reading at the very top of the card (DO NOT use half the card for this information!). You must choose **ONE** of the following questions, **LABEL** the number of the question you are answering, and answer the question on the card:

1. How do you personally relate to this reading? What ideas, concepts, theories, or information have personal relevance for you? How might the ideas, concepts, theories, or information be useful in your own life? **Do not answer this question if you cannot relate!**
2. How do the ideas, concepts or theories in this reading relate to other readings we have done this semester or to course material you have learned in other classes? **Be specific!**
3. How do the ideas, concepts, or theories in this reading relate to fictional pieces or pop culture? You can relate the work to a book, short story, poem, television show, movie, song, etc.

Your reflections must have an analytical component. You must both summarize the concept/theory you are discussing *and* apply it to the example you've come up with. Journals that are too vague and/or unrelated to the assigned materials will receive ¼ point deductions.

ON THE BACK OF THE CARD (1/2 point each journal):

Take reading notes. Write down the most important points from the reading. Define the major concepts and terms. Summarize the evidence the author offers for his/her/their points. **Do not** simply copy the abstract or "summary" paragraph of the article. I should believe that you read the chapter in its entirety *and* that you understood it. Notes can look like a lot of things (concept maps, key terms, written summaries, etc.). If defining key terms, put them in your own words. This will help with comprehension. Incomplete notes will result in a ¼ point penalty.