SOCI 101 Social Theory

Course and Contact Information

Instructor                  Peter Chua
E-Messaging                Please use Canvas <Inbox> for electronic communication
Communication             Please check your Canvas announcements regularly
Office Location           DMH 223
Student Hours             Tuesdays & Thursdays 12:10 p.m. – 1:10 p.m., and by appointment
                          I personally welcome you to contact me outside of class. We can address together, for instance, how to better understand a major topic, to improve study skills, to learn more from the assigned readings, and to address barriers in your learning of course materials. I hope you find the course accessible, inclusive, and personally transformational.
Class Days/Time            Tuesdays and Thursdays 9:00 – 10:15 a.m.
Classroom                 Clark Building 234
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 Format             Meets in-person with designated physical location & date/time sessions to deepen and advance your learning of the material with guided online modules and activities.
Course Website            sjus.instructure.com
                          To log-in, use:
                          • Your 9-digit SJSU ID number as the username
                          • Your SJSUOne password as the password

What You Will Learn: Course Description

Many ideas exist. Some claim to be sociologically insightful. Which ones are sociological? What are they really saying? Why are many sociological ideas disagree with each other? How are they relevant for us? This class gives you the appropriate tools to examine the big debates in sociological theory, the contesting perspectives and analysis on modern life offered by early theorists such as Durkheim, Weber, and Marx, and the important ways in which these perspectives have been developed and adapted into contemporary theories to address more recent concerns.

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, you will be able to:

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

CLO2: Evaluate the strengths and weaknesses of interpretive and critical perspectives and the weaknesses of out-of-date perspectives in sociology

CLO3: Develop individual, research, and social-change activities by using the most appropriate sociological perspective related to a range of concerns and situations

Required Readings and Materials

Required Readings

  - Available **free** as a SJSU library ebook with access for unlimited individuals.
  - Also, available in paperback (ISBN 978-1-5095-0505-0)
    - at the campus bookstore:
      - New: $26.00 List Price
      - Used rental: $12.35

• *Sociology 101: Social Theory Readings, Fall 2021*, Available at the Canvas site.

Reference Readings on Introducing Sociology and Social Problems


Technology Requirement and the Canvas Course Learning Management Platform

You 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

• An office software suite with basic word-processing capacities as such LibreOffice (available free at www.libreoffice.org)

• An PDF reader app

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students.

Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

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.

• See www.sjsu.edu/at/ec/canvas/index.html to familiarize yourself with the login process and security

• 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 on Canvas
• For context, guide, and challenges regarding technology security and privacy, see:
  o www.eff.org/deeplinks/2017/08/student-privacy-tips-students
  o www.eff.org/deeplinks/2020/03/what-you-should-know-about-online-tools-during-covid-19-crisis

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. Michael Aguilar [michael.aguilar(at)sjsu.edu], the library liaison to sociology, is available by appointment and for consultation.

How You’ll Know You’re Learning, What You’ll Be Doing: Course Requirement and Assignments

The following activities and assignments ensure that your successfully achieve your learning outcomes:

1. **Active engagement during discussions, in-class activities, and with course learning materials (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. *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 note-taking, and regurgitation.

   Evaluation of class participation 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 respectively listening to the discussion. Factors that may limit your full participation include digital and mobile distractions (checking your phone, messages, emails, or online websites not related to the course), 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).

   *Students are not allowed to record without instructor permission*

   Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

2. **Skill-practice “quiz”-survey responses (to assess CLO#1, #2 and #3):** You are expected to complete several short skill-practice surveys via Canvas online. You’ll demonstrate your comprehension of readings and your ability to use and apply theories.
3. **End-of-semester report and presentation (to assess CLO#1, #2 and #3):** The final report 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. I will give details on the specific organization and content for the report and presentation later in the semester.

4. **Major reflection and discussion posts (to assess CLO#1, #2 and #3):** You’ll demonstrate your learning of concepts and perspectives and your ability to apply these perspectives through mid-term and end-of-semester reflections and discussion posts.

University Policy S16-9 Course Syllabi (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 (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**

**Approach to Grading**

Your final grade derives from multiple methods of evaluation and several opportunities for practice, improvement, and learning with 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:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Category</th>
</tr>
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<tbody>
<tr>
<td>20%</td>
<td>Active engagement with course materials during discussion &amp; in-class activities</td>
</tr>
<tr>
<td>25%</td>
<td>Analytical creativity in your “practice-by-doing” survey responses</td>
</tr>
<tr>
<td>30%</td>
<td>Two major reflections and discussion posts (15% each)</td>
</tr>
<tr>
<td>10%</td>
<td>End-of-semester presentation, due tentatively Nov. 30</td>
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<tr>
<td>15%</td>
<td>End-of-semester report, due tentatively Dec. 2</td>
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**Grading Criteria**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A plus</td>
<td>98-100%</td>
<td>Demonstrates highly exceptional work at a level of distinction exceeding the requirements for an “A” grade.</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
<td>Demonstrates excellent understanding of the course materials. Embodies a sociologist-in-training who is highly ethical, competent, and professional or equivalent. Consistently contributes in</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage</td>
<td>Description</td>
</tr>
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</tr>
<tr>
<td>A minus</td>
<td>90-92%</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “A” grade yet attained the level greater than a “B plus” grade.</td>
</tr>
<tr>
<td>B plus</td>
<td>88-89%</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td>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.</td>
</tr>
<tr>
<td>B minus</td>
<td>80-82%</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “B” grade yet attained the level greater than a “C plus” grade.</td>
</tr>
<tr>
<td>C plus</td>
<td>78-79%</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
<td>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.</td>
</tr>
<tr>
<td>C minus</td>
<td>70-72%</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “C” grade yet attained the level greater than a “D plus” grade.</td>
</tr>
<tr>
<td>D plus</td>
<td>68-69%</td>
<td>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.</td>
</tr>
<tr>
<td>D</td>
<td>63-67%</td>
<td>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.</td>
</tr>
<tr>
<td>D minus</td>
<td>60-62</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “D” grade yet attained the level greater than a “F” grade.</td>
</tr>
<tr>
<td>F</td>
<td>59 &amp; below</td>
<td>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.</td>
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**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 those 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.

**Course Accessibility**

This course provides you a learning environment that allows you to achieve your academic goals. It is designed for every student to learn and succeed.

*Presidential Directive 97-03* requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed.

If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

**A Few Things to Help You Be Successful**

My pedagogical values …

- I think that learning and teaching are complex, endlessly fascinating collaboration with everyone in the course
I view my role is to facilitate your learning and critical thinking, so you have more control over your own learning process. My role is not to transmit (and pass on) facts, information, and pre-existing knowledge.

I am interested in your academic development and personal well-being. I believe you can do the work, and I will coach you through the process.

I think learning should be exciting while also challenging.

As the instructor, I expect myself ...

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

As students, you are expected ...

- To be motivated and have a positive attitude to work to your fullest potential to achieve the course learning outcomes
- 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 responsible in your learning by preparing for class, participating in discussion and activities, learning from others through teamwork, and finishing and turning in assignments and exams on time
- To submit your own work for individual assignments and exams. You should be confident and know that you have what it takes to succeed in this course without engaging in academic misconduct because it is best to always practice academic integrity. You should not jeopardize the hard work you’ve put into this course.
- To know that your attendance and participation will benefit you in several ways
- To listen and respect the inputs and opinions of others
- To be comfortable in taking risks by asking questions so you’ll learn more. This also promotes greater interactive-learning and student-centered discussion
- To cooperate and collaborate with your peers in teams, in class, and outside of class

Also, see “Communication, Netiquette, and Expectations” at the course website.

**SOCI 101 Fall 2021 Course Schedule**

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

Key to the assigned textbook:


**Tentative Schedule and Readings**

**Module 1: Introducing Social Theories**

After studying this module, you should be able to:

- Competently use the Canvas Learning Management System (LMS) to be successful in the course
- Explain key aspects in a working definition of social theory for this course
- Distinguish between sociological and non-sociological approaches on social issues and human practices
- Contrast naturalistic and individualistic approaches as the two major non-sociological approaches
1.5 Explain the differences among the three major perspectives (also known as paradigms or approaches) in sociology, which are social action, social consensus, and social conflict perspectives.

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<tr>
<th>Unit: Date, Topic</th>
<th>Practice-By-Doing Activities and Learning Feedback</th>
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</table>
| 1: Aug. 19, Getting Acquainted & Building Our SOCI 101 Learning Community | 1. Before class:  
(a) Read the syllabus  
(b) Log on to Canvas, get acquainted with using the Canvas site, and verify you can assess course materials on Canvas and the SJSU library  
2. During class, ask questions and participate in the discussion  
3. By Aug. 21, complete Unit 1 activities:  
(a) Complete the “Course & Canvas Quiz”  
(b) Create a slide for the “Meet Your Peer” activity  
(c) Complete the “Practice Assignment” |
| 2: Aug. 24, Defining Social Theory and Non-Sociological Thinking | 1. Before class, complete the following:  
(a) Read Chapter 1 (pp. 1-22) in IST  
(b) Answer the Unit 2 practice-by-doing questions  
2. During class, ask questions, and participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |

**Module 2: Durkheim’s Functionalist Sociology**

After studying this module, you should be able to:

2.1 Explain the relationship between the emergence of modernity and the Enlightenment and the rise of sociology as the scholarly discipline

2.2 Explain Durkheim’s major contributions to sociology in terms of concepts, functionalist theory, and positivist inquiry

2.3 Explain the theoretical weaknesses of the functionalist perspective (including the grand theory of structural functionalism) and its demise

2.3.1 Explain the theoretical weaknesses of the functionalist perspective on socialization

2.4 Apply Durkheim’s functionalist theory and positivism in relations to social issues and situations

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| 3: Aug. 26, The Enlightenment Context | 1. Before class, complete the following:  
(a) Read chapter 1 (pp. 22-29) in IST  
(b) Read “Founders and Classics” by Turner  
(c) Answer the Unit 3 practice-by-doing questions  
2. During class, ask questions, participate in the discussion, and get feedback on the practice-by-doing answers and activities |
| 4: Aug. 31, Durkheim on Social Facts | 1. Before class, complete the following:  
(a) Read chapter 4 (pp. 81-101) in IST  
(b) Read “What is a Social Fact?” by Durkheim  
(c) Answer the Unit 4 practice-by-doing questions  
2. During class, ask questions, participate in the discussion, and get feedback on the practice-by-doing answers and activities |
| 5: Sept. 5, Durkheim on Social Solidarity | 1. Before class, complete the following:  
(a) Read “Suicide” and “The Elementary Forms of Religious Life” by Durkheim  
(b) Answer the Unit 5 practice-by-doing questions  
2. During class, ask questions, participate in the discussion, and get feedback on the practice-by-doing answers and activities |
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| 6: Sept. 7, The Demise of Functionalism | 1. Before class, complete the following:  
(a) Read “Grand Theory” by Mills  
(b) Read “The Fall of Structural Functionalism” by Crothers  
(c) Read “A New Paradigm for the Sociology of Childhood?” by Prout and James  
(d) Answer the Unit 6 practice-by-doing questions  
2. During class, ask questions, participate in the discussion, and get feedback on the practice-by-doing answers and activities |

**Module 3: Weber’s Social Action Sociology and Approaches in Interpretive Sociology**

After studying this module, you should be able to:

3.1. Develop further your sociological imagination and criteria for quality sociological theories  
3.2 Identify the major features of interpretivist inquiry  
3.3 Explain Weber’s major contributions to sociology in terms of concepts, social action perspective, and interpretivist inquiry  
3.4 Apply Weber’s social action perspective and interpretivism to study social issues and situations  
3.5 Distinguish among interpretivist approaches in sociology: Weber’s social action perspective, the symbolic interactionism of Goffman and Garfinkel, and Foucault’s discursive sociology  
3.6 Apply the symbolic interactionism of Goffman and Garfinkel, and Foucault’s discursive sociology in relations to social issues and situations

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</table>
| 7: Sept. 9, Thinking More Sociologically | 1. Before class, session complete the following:  
(a) Read “The Sociological Imagination” by Mills and “Of Our Spiritual Strivings” by Du Bois  
(b) Answer the Unit 7 practice-by-doing questions  
2. During class, ask questions, participate in the discussion, and get feedback on the practice-by-doing answers and activities |
| 8: Sept. 14, Weber’s Social Action Perspective | 1. Before class, session complete the following:  
(a) Read chapter 3 (pp. 60-80) in IST  
(b) Read “Class and Status” by Weber  
(c) Answer the Unit 8 practice-by-doing questions  
2. During class, ask questions, participate in the discussion, and get feedback on the practice-by-doing answers and activities |
| 9: Sept. 16, Weber on Modern Rationality (1) | 1. Before class, complete the following:  
(a) Read “Verstehen, the Spirit of Capitalism and the Iron Cage” by Weber  
(b) Answer the Unit 9 practice-by-doing questions  
2. During class, ask questions, participate in the discussion, and get feedback on the practice-by-doing answers and activities |
| 10: Sept. 21, Weber on Modern Rationality (2) | 1. Before class, complete the following:  
(a) Read “Bureaucracy,” and “Power, Authority, and Organization” by Weber  
(b) Answer the Unit 10 practice-by-doing questions  
2. During class, ask questions, participate in the discussion, and get feedback on the practice-by-doing answers and activities |
| 11: Sept. 23, Symbolic Interactionism (1) | 1. Before class, complete the following:  
(a) Read chapter 5 (pp. 102-119) in IST  
(b) Read “Goffman’s Dramaturgical Sociology” by Kivisto and Pittman |
### Module 4: Mid-Term Reflection and Discussion

After studying this module, you should be able to:

1. Refine your course notes and grasp of course materials through further dialogue and reviewing your learning in the course so far
2. Reflect on your ability to apply sociological theories covered in this course so far
3. Reflect on your ability to analyze sociological theories covered in this course so far

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<th>Unit: Date, Topic</th>
<th>Practice-By-Doing Activities and Learning Feedback</th>
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</table>
| 14: Oct. 5, Reflection Guidance | 1. Review and revise your notes  
2. During class, get guidance on the mid-term reflection and discussion posts |
| 15: Oct. 7, Mid-Term Reflection and Discussion | 1. Complete the mid-year reflection and discussion posts |

### Module 5: Marx’s Sociology for Societal Transformation

After studying this module, you should be able to:

1. Identify the major features of critical inquiry
2. Explain Marx’s major contributions to sociology in terms of concepts, theory, and critical inquiry
3. Explain Marxist class standpoint and dialectical-materialist method in studying history and society
   - 3.1 Apply dialectical-materialist method in studying U.S. history and society
4. Distinguish between Marx’s notion of class as social relations and non-Marxist notion of class
5. Explain the major tendencies in capitalist development, according to Marxist sociology
6. Apply Marx’s theory and critical inquiry in relations to social issues and situations

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<tr>
<th>Unit: Date, Topic</th>
<th>Practice-By-Doing Activities and Learning Feedback</th>
</tr>
</thead>
</table>
| 16: Oct. 12, Thinking Critically Sociological | 1. Before class, complete the following:  
(a) Read “Critical Social Research” by Harvey, MacDonald, and Hill  
(b) Answer the Unit 16 practice-by-doing questions  
2. During class, ask questions, participate in the discussion, and get feedback on the practice-by-doing answers and activities |
| 17: Oct. 14, Marx’s Sociology (1): Stand and Method | 1. Before class, complete the following:  
(a) Read chapter 2 (pp. 31-45 and 53-59) in IST  
(b) Read “Manifesto of the Communist Party” by Marx and Engels |
### Module 6: Feminist, Racial Justice, and Anti-Imperialist Theories

After studying this module, you should be able to:

6.1 Distinguish among critical approaches in sociology: varieties of major feminist theories, critical and racial justice theories, and global and anti-imperialist theories

6.2 Distinguish between liberal “feminism,” Marxist feminism, and radical feminism

6.3.1 Explain the theoretical weaknesses of liberal “feminism”

6.3 Distinguish among varieties of intersectional feminisms, including Chicana feminisms

6.4 Explain the contribution of feminist sociology

6.5 Apply critical approaches in sociology in relations to social issues and situations
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<tr>
<th>Unit: Date, Topic</th>
<th>Practice Activities and Learning-By-Doing</th>
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<tbody>
<tr>
<td>21: Oct. 28, Feminist Theories</td>
<td>1. Before class, complete the following: (a) Read chapter 8 (pp. 178-199) in IST (b) Answer the Unit 21 practice-by-doing questions 2. During class, ask questions, participate in the discussion, and get feedback on the practice-by-doing answers and activities</td>
</tr>
<tr>
<td>22: Nov. 2, Intersectional Feminisms (Chicana Feminisms)</td>
<td>1. Before class, complete the following: (a) Read “Queer Aztlán” by Moraga and “Weaving a Net That Works” by Martínez (b) Answer the Unit 22 practice-by-doing questions 2. During class, ask questions, participate in the discussion, and get feedback on the practice-by-doing answers and activities</td>
</tr>
<tr>
<td>23: Nov. 4, Feminist Sociology</td>
<td>1. Before class, complete the following: (a) Read “Knowing a Society from Within” by Smith (b) Answer the Unit 23 practice-by-doing questions 2. During class, ask questions, participate in the discussion, and get feedback on the practice-by-doing answers and activities</td>
</tr>
<tr>
<td>24: Nov. 9, Racial Justice Theories</td>
<td>1. Before class, complete the following: (a) Read “What is Racism?” by Bonilla-Silva (b) Answer the Unit 24 practice-by-doing questions 2. During class, ask questions, participate in the discussion, and get feedback on the practice-by-doing answers and activities</td>
</tr>
<tr>
<td>25-26: Nov. 16-18, Anti-Imperialist Theories</td>
<td>1. Before class, complete the following: (a) Read “On the International Situation, COVID-19 Pandemic …” by Sison &amp; “The Sociology of Gender in Southern …” by Connell (b) Submit Unit 25 discussion post and replies and answer the Unit 25 practice-by-doing questions 2. During class, ask questions, participate in the discussion, and get feedback on the practice-by-doing answers and activities</td>
</tr>
</tbody>
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**Module 7: Presentations and End-of-Semester Reflection and Discussion**

After studying this module, you should be able to:

7.1 Present verbally your application of sociological theories
7.2 Refine your course notes and grasp of course materials through further dialogue and reviewing your learning in the course
7.3 Reflect on your ability to apply sociological theories covered in this course
7.4 Reflect on your ability to analyze sociological theories covered in this course

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<tr>
<th>Unit: Date, Topic</th>
<th>Practice-By-Doing Activities and Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>27: Nov. 23, Consultation</td>
<td>1. Consult on your paper and presentation</td>
</tr>
<tr>
<td>28: Nov. 30, Presentation Due</td>
<td>1. Submit your presentation</td>
</tr>
<tr>
<td>29: Dec. 2, Closing Remarks and End-of-Semester Guidance</td>
<td>1. Submit your term paper 2. Before class, complete the following: (a) Read “How to Present Your Sociological Education…,” “Viewpoints from Three Sociology Graduates,” “Being a Sociologist Employed in Public Agencies,” and “A Sociology Graduate in Employment” (b) Read chapter 9 (pp. 200-214) in IST</td>
</tr>
</tbody>
</table>
### Resources for Student Support and University Policies

Per University Policy S16-9 Course Syllabi ([www.sjsu.edu/senate/docs/S16-9.pdf](http://www.sjsu.edu/senate/docs/S16-9.pdf)), relevant university policy concerning all courses, such as student responsibility, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed the Syllabus Information web page at ([www.sjsu.edu/curriculum/courses/syllabus-info.php](http://www.sjsu.edu/curriculum/courses/syllabus-info.php)). Make sure to review these policies and resources.

Also, see the course website on university and college resources for student support.

### SOCI 101 Social Theory and the SJSU B.A. Sociology Program Learning Outcomes

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

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