San José State University

Sociology & Interdisciplinary Social Sciences

SOCI 181B, Senior Capstone, -01, -03, -81, Spring 2022

Course and Contact Information

Instructor: Preston Rudy, Ph.D.
Office Location: Dudley Morehead Hall (DMH) 222
Telephone: (408)-924-5333
Email: preston.rudy@sjsu.edu
Office Hours: In person - Mon 4:30-5, Tues 1-1:30, Wed. 11-11:30, and
              Via ZOOM - Tues 6-6:30pm, and by appointment
Class Days/Time: See schedule
Classroom: See schedule
Prerequisites: Must be registered for graduation in May or August 2022 and have completed Soci 1, Soci 100W, Soci 101, Soci 104 or 105 (student must have taken at least ONE of the required research methods courses before enrolling in the capstone course)

Course Description

From the SJSU Catalog: Capstone course to expand undergraduate senior opportunities and options. Analyzes trends in sociology; explores employment and careers, reflection and assessment of learning in the major.

General Course Information and Background: Sociology 181B is the department’s capstone course designed to “expand undergraduate senior opportunities and options” and to explore employment and careers, as well as to reflect and assess learning in the major. This course focuses on the transition from working as a student to entering a career. For this course we will organize our reflection and our discussion around four foci: Self-Knowledge, Sociological Imagination, Community Engagement, and Professional Development.

Associated with these foci, the course is organized around four themes of transformation that many students go through as they complete their degree and move into a new life. These transformations include finding a career, becoming an engaged participant in our democracy, pursuing more learning and education, and finding a fit between the time claimed by employment and the time for family and community. By thinking about and reflecting upon these transformations, you will expand your opportunities and options for your career and life.

This capstone course is designed to help you integrate the knowledge from your sociology coursework (theory, methods, research, writing, quantitative and informational literacy) and to prepare you for your work after you are awarded a Bachelor of Arts degree. Thus, it will help you reflect on your career as a sociology student, learning to translate your social science for employers, to develop knowledge about possible careers for which your sociology prepares you, and to prepare for future careers by learning what sociology can tell us about work, careers and being successful with your college degree.

Course Format: Sections 01 and 03 are on campus, section 81 is synchronous online

Technology:
The course includes a Canvas page for the course. If you need computer equipment, the University Library can provide you with equipment (see https://libguides.sjsu.edu/library-online) and if you have any difficulties, please inform me so we can work out a solution for you to succeed in your final semester at SJSU.
This class will be conducted in an atmosphere of mutual respect. I encourage your active participation and welcome both respectful discourse and reasoned debate. However, if your language or conduct at any time demonstrates a lack of respect for anyone’s race, gender identity or expression, sexuality, culture, beliefs, or abilities, members of the class are encouraged to call our attention to the language and conduct, and we will collectively learn to establish respect. Repeated breaching of respect will not be tolerated.

**Staying in touch with me**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website (https://sisu.instructure.com). You are responsible for regularly checking with the messaging system on Canvas and through email to learn of any updates. If you have questions, do not find an assignment, or are having any difficulties, please email me through Canvas or using my University email. Additionally, it is best to stay in contact with other students in this class to stay informed about our work together.

For help with using Canvas see Canvas Student Resources page (https://www.sjsu.edu/ecampus/teaching-tools/canvas/studentresources)

**Course Goals and Learning Outcomes**

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

**Sociology BA Program Learning Outcomes**

BA LO1. Students will be able to think sociologically about the relationship between social structure, interaction, identities, and inequalities;
BA LO2. Students will be able to identify and explain major sociological theories and apply them to everyday life;
BA LO3. Students will be proficient in qualitative and quantitative research design, data collection and data analysis;
BA LO4. Students will be proficient in oral and written communication skills appropriate to the discipline;
BA LO5. Students will be able to practice sociology as educated and civically engaged persons.

The capstone course emphasizes all of the goals listed below:

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

**Course Content Learning Outcomes**

Upon successful completion of this course, students will:

CCLO 1 — Clarify the types of jobs/careers that employ sociologists. Students will explore and develop professional relationships to further occupational/career goals.

CCLO 2 — Summarize and employ sociology’s concepts to appraise employment practices and make inferences from evidence to create and advance life goals.
CCLO 3 — Compose aspirations for active participation in society and prepare for practices of learning and civic activity during a lifetime.

CCLO 4 — Complete research reports combining quantitative and qualitative methodological skills and theory in an analysis of social issues.

CCLO 5 — Prepare and present, orally and in writing, sociological knowledge, transferable skills and educational qualifications (i.e., interviews, oral presentations of research material).

CCLO 6 — Produce materials (cover letters, resumes) to use in applying to professional occupations.

**Required Texts/Readings**

1. *Spartan Daily* and *San Jose Mercury News* (or other regional newspaper)

**Additional Readings:**

—Selected readings from *Contexts: understanding people in their social worlds*, a publication of the American Sociological Association; available at the King Library through ejournals.

**BOOKS at Library RESERVE through Leganto**

Lambert, *Great Jobs for Sociology Majors*

Sallaz *Labor, Economy and Society*

**Recommended Books:**


**Library Liaison:** Michael Aguilar michael.aguilar@sjsu.edu

**Course Requirements and Assignments**

Evaluation of all written work will be based on the following principles:

a. Clear formatting of all papers that is consistent with the assignment (e.g. paper, letter, resume) with respect to name, title, margins, spacing, numbering of pages, as you were taught in SOC 100W;

b. Written work is free of grammatical errors and shows a senior level and professional standard of written English;

c. Well-organized and interesting account indicating respect for a reader’s time and attention. An interesting story is easier to read and remember;

d. As seniors you should have begun to develop a “sociological imagination” and written work providing evidence of this skill will receive higher grades;

e. Not only is the author able to describe events, situations, people and conversations with enough detail for the reader to see what is being written about, but the author tells his/her readers how the information was collected (by interview, where and when, printed sources);

f. The writer is suspicious of anecdotal evidence and strives to seek out systematic evidence from prior courses, from published sources, or from additional sources.
1. **Short Assignments**

   A. **Resume and Cover Letter**

   - A draft resume and cover letter will be due early in the semester and then returned to you with comments (not graded) and giving you an opportunity to revise for success;

   - A Final one-page résumé you will use for a specific job and a final cover letter turned in at end.

   B. **Self-Assessment & Occupational/Career Investigation culminating in Career Aspirations paper**

   - ASA webinar reflection
   - Lambert self-assessment
   - Reflection on Anyon article
   - Career center self-assessment
   - O*net and Career Explorations search
   - Transcript of parent interview
   - Transcript of Informational interview
   - How you became a sociology major
   - Career Aspirations paper

   C. **Sociological analysis and research**

   - Find your neighborhood in *Portrait of California*
   - Report Census Bureau characteristics of neighborhood
   - An analysis of the neighborhood/county where you are living now or where you lived most recently with your parents (3–5 pages)
   - Social Problems analysis Social Problems analysis (3–5 pages)

   D. Ten short quizzes on readings and each chapter of Sallaz;

   E. Portfolio that provides the background and details for your resume

2. **Presentation on the readings:** Each student will present twice during the semester with a group of other students. **One** presentation from every student developed from one chapter in Lambert, and a **second** presentation about one chapter from Sallaz’ book.

3. **Final Report about your Career Aspirations** An analysis using concepts from Sallaz reading of your career aspirations (5–10 pages). Summarize your skills and aptitudes from the assessments, show how your education has prepared you with knowledge and skills and how it differentiates or is similar to your parents, discuss the type of neighborhood you would like to live in, and the working conditions that will make you most satisfied.

4. **Class Participation:** Your class participation will be evaluated. Like a work situation your enthusiasm and contributions to the success of the class become the basis your participation. Ultimately, your ability to make yourself known to the instructor is how you show your participation. Students who participate in discussion, show their preparation for class, and are a presence in the course will receive full credit.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>CCL01</th>
<th>CCL02</th>
<th>CCL03</th>
<th>CCL04</th>
<th>CCL05</th>
<th>CCL06</th>
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<tr>
<td>Reflection on ASA webinar</td>
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<td>Lambert self-assessment</td>
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<td>Career Center self-assessment</td>
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<td>O*net occupational search</td>
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<td>Reflection on Anyon reading</td>
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<td>How you became sociology major</td>
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<td>Portrait of CA report</td>
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<td>Census neighborhood report</td>
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<td>Analysis of neighborhood</td>
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<td>Transcript of parent interview</td>
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<td>Resume/Cover Letter</td>
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<td>Oral Presentation on Career paths from Lambert Chapter</td>
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<tr>
<td>Oral Presentation of Sallaz Chapter</td>
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<td>Social Problem analysis</td>
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<td>Oral Presentation of Career Aspirations</td>
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<tr>
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<td>Portfolio</td>
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<td>Class Participation</td>
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**Evaluation of Oral Presentations**

Many of the assignments in this course will consist of oral presentations of the readings and practicing the oral presentation of information and analyses. The oral presentations will be evaluated as follows:

Organization of presentation; clarity of speaking; connecting with the audience; creating a story that helps audience see the significance of the material; including a connection of the material between yourself and the audience; visuals are well organized and clear; capturing the attention of your audience.

“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 Evaluation and Assignment**

The culminating activity for this course is the **Portfolio** of your college work, including your final **Resume and Cover Letter**, and the **Career Aspirations paper**. These will be due on the day of our scheduled final exam.

**Grading**

This course is graded. Grading is on a point basis where each assignment is assigned a point value, and then the assignments are added up for the total grade which is out of 380 points. Some assignments that are graded as Completed/Not Completed. All written assignments must be turned in to pass this course.

The class participation grade is measured by means of your vocal participation in classroom discussion, asking questions in class and during office hours, and your contribution to moving the course discussion forward.

The instructor reserves the right to readjust points, remove assignments after discussion with the enrolled students, but will not add additional work beyond what is specified in the syllabus. Any changes will be announced verbally and in writing to all students. As a rule, the course work does not include extra credit.

<table>
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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A plus</td>
<td>380 to 366 points</td>
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<tr>
<td>A</td>
<td>356 to 365 points</td>
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<tr>
<td>A minus</td>
<td>345 to 355 points</td>
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<tr>
<td>B plus</td>
<td>330 to 344 points</td>
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<tr>
<td>B</td>
<td>315 to 329 points</td>
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<tr>
<td>B minus</td>
<td>305 to 314 points</td>
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<td>C plus</td>
<td>295 to 304 points</td>
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<td>C</td>
<td>276 to 294 points</td>
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<td>C minus</td>
<td>265 to 275 points</td>
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<td>D plus</td>
<td>250 to 264 points</td>
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<tr>
<td>D</td>
<td>240 to 249 points</td>
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<tr>
<td>D minus</td>
<td>227 to 239 points</td>
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<td>F</td>
<td>225 points or less</td>
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**University Policies**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, 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 on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.
Course Schedule

This is the schedule of classes and readings and assignments. The schedule may change because of invited speakers (alumni, recruiters for internships), and those changes will be announced in class and on Canvas.

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment Due</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
</table>
| 1    | Begin self-assessment in Lambert (pp. 5-6) | Introduction, Course Outline, Expectations, plan for semester  
Read Lambert introduction and Chapter 1 — Self-Assessment  
Construct a Self-Assessment worksheet for yourself based on Lambert p. 5-6  
Register with Handshake at Career Center and regularly check their calendar of events.  
**Who are you? Telling your story**  
What is the ‘sociological imagination’? How to use this imagination  
Read Lambert—Chap 1  
Visit the Self-Assessment page of the Career Center and begin to systematically complete the parts of that page |
| 2    | DUE: 1-2 page reflection about questions from ASA video  
DUE: Student Data & Personal history form | **Researching Employment: What can we do with Our sociology BA?**  
View ASA videos and be prepared to discuss (links on Canvas)  
Visit Census page, examine relation between degrees and occupations  
**Discussion of Social Problems analysis**  
What are the social problems you wish to solve in your careers? |
| 3    | DUE: Lambert Self-Assessment sheet (See Lambert p. 5-6)  
Bring Resume to class  
DUE: 1-2 page reflection on Anyon reading | **Class, Education, and Occupations**  
Jean Anyon’s model of the relationship between social class, education, and occupations  
**Read** Jean Anyon: “Social Class and the Hidden Curriculum of Work” On Canvas  
Consult Mindset handout on Canvas  
**Resumes: workshop and practice writing Accomplishment Statements**  
Read Lambert Chapter 2 on resumes  
Review Career Center materials on resumes  
Visit Career Center web page |
| 4    | DUE: first draft of Resume & Cover letter | **Looking for work, examining cost of living, developing relationships to build a network**  
Read Chapter 3 Lambert “Researching careers and networking” and Erickson “Social Networks”  
Lambert Chapter 4 “Interviewing and Job Offer Considerations” |
| 5    | Complete Career Center Self-assess exercises  
Find your neighborhood in *Portrait of Time, Money and Savings: Finances for Long-term security*  
Followed by Workshop the resumes in class  
Brief presentation of PORTRAIT OF CALIFORNIA data on neighborhoods  
**Teaching and Graduate school degrees**  
First presentation based on Lambert  
Lambert Chapter 5 Teaching and Graduate school degrees |
<table>
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<tr>
<th>Week</th>
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</table>
| 6    | Find 2 careers at O*net and Career OneStop | Social Service agencies  
Second presentation based on Lambert  
Lambert Chapter 6 Social Service agencies  
Human Resources Management  
Third presentation based on Lambert  
Lambert 7 “Human Resources Management”  
Census data for zip code and neighborhood, city, county |
| 7    | DUE: Informational Interview Questions  
Due: Educational expenditure per student | Public Employment  
Fifth presentation based on Lambert  
Lambert Chapter 8 “Public Employment”  
Social research and data analysis  
Sixth presentation based on Lambert  
Lambert Chapter 9 Social research and data analysis |
| 8    | DUE: Neighborhood Analysis Report | Using LinkedIn to find alumni and job openings  
Global climate change: Interruptions of future plans |
| 9    | DUE: Transcript of Parent’s interview | Employment, the Economy and Society  
Read Sallaz Chap 1 “What good is work?”  
The History of work and Employment  
Read Sallaz Chapter 2 “The Great Transformation of Work” pp. 17-40 |
| 10   | NO CLASSES | SPRING BREAK — No Classes |
| 11   | DUE: Social Problem Analysis | Paid work and Culture  
Sallaz chapter 3 “Classifying Labor” pp. 41-51  
How do Employers and Employees find each other?  
Paid work and Culture  
Sallaz chapter 3 “Classifying Labor” pp. 52-65  
Emeka “Where Race Matters Most” |
| 12   | Due: Transcript of Informational Interview | Commodification of our work = Paid work  
Read Sallaz chapter 4 pp. 66-76  
Commodification of our work = Paid work  
Read Sallaz chapter 4 pp. 76-87 |
| 13   | | Finding work and hiring employees  
Read Sallaz chapter 5 pp. 88-98  
Employers looking for skills/attributes or willing to train?  
Read Sallaz chapter 5 pp. 98-109  
“Cool Store Bad Jobs” |
| 14   | | Control and Contesting what counts as work  
Read Sallaz chapter 6 pp. 110-122 |
<table>
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<tr>
<th>Week</th>
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</tr>
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</table>
|              | **DUE: How I became a sociology student**                                      | Control and Contesting what counts as work  
Read Sallaz chapter 6 pp. 122-133                                                                      |
| 15           |                                                                                | Business associations and worker associations  
Read Sallaz chapter 7 pp. 134-156                                                                       |
|              |                                                                                | Conclusions about work and Employment  
Read Sallaz Chapter 8                                                                                   |
| 16           |                                                                                | Oral Presentations of Career Aspirations                                                               |
|              | LAST CLASS MEETING  
1. SOTES survey  
2. Complete the online survey about Sociology Major | Oral Presentations of Career Aspirations                                                               |
| Final Exam Scheduled | **DUE: - Career Aspirations Report**  
- Portfolio with Final Resume & Cover Letter |                                                                                                        |