

San José State University
Sociology — Spring 2024
SOCI 181B, Tues/Thurs 9:00-10:15am

Senior Sociology Capstone

Course and Contact Information

Instructor:	Preston Rudy, Ph.D.
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Office Hours:	Monday 3-3:30, Tuesday 2-2:30, Wednesday 10-10:30, Online Wednesday 11-11:30 & by appointment
Class Days/Time:	Tues. & Thurs 9 -10:15
Classroom:	Clark 234
Prerequisites:	Must be registered for graduation in December 2023 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

Technology Intensive and Online Course

Given the continuing social disruptions resulting from the COVID-19 pandemic, this course is online. The course will make extensive use of Canvas, regular meetings on the ZOOM technology, and email. These structural constraints will require you to have access to internet connectivity and computer equipment that permits your full participation. 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.

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 \(https://sjsu.instructure.com\)](https://sjsu.instructure.com). You are responsible for regularly checking with the messaging system on Canvas and through email to learn of any updates.

For help with using Canvas see [Canvas Student Resources page \(https://www.sjsu.edu/ecampus/teaching-tools/canvas/studentresources\)](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)
2. Sallaz, Jeffrey J. (2013) *Labor, Economy and Society* Malden, MA: Polity Press.
3. *21st Century Careers with an Undergraduate Degree in Sociology* (2nd Edition). 2013. American Sociological Association (This will be handed out by the Professor)

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:

Sonia Sotomayor (2013) *My Beloved World* NY: Random House.

Richard N. Bolles (latest edition). *What Color Is Your Parachute?* New York: Ten Speed Press.

K. Brooks, 2010. *You Majored in What?* New York: Viking Penguin.

Barry Schwartz, 2014. *Why We Work* TED 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 your written work should provide evidence of this skill;
- 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** (55% of course grade): There will be several short assignments: (total points possible)

A. Resume and Cover Letter (5%): (Total 25 points)

- 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 (5 points);
- A Final one-page resumé you will use for a specific job and a final cover letter (20 points).

B. Self-Assessment & Occupational/Career Investigation culminating in Career Aspirations paper (95 points)

- ASA webinar reflection (5 points)
- self-assessment (5 points)
- Reflection on Anyon article (5 points)
- Career center self-assessment (5 points)
- O*net and Career Explorations search (5 points)
- Transcript of parent interview (10 points)
- Transcript of Informational interview (10 points)
- How you became a sociology major (10 points)
- Career Aspirations paper – explained below (40 points)

C. Sociological analysis and research (Total 55 points)

- Find your neighborhood in Portrait of California (5 points)
- Report Census Bureau characteristics of neighborhood (5 points)
- An analysis of the neighborhood/county where you are living now or where you lived most recently with your parents (3-5 pages) (25 points)
- Social Problems analysis Social Problems analysis (3-5 pages) 20 points

D. Ten short quizzes on readings and each chapter of Sallaz (10 points each); (100 points)

2. **Presentation on the readings** (10%): 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. (50 Points: 25 points each)

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** (25 points): 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.

	Points	% of Final Grade	CCLO1	CCLO2	CCLO3	CCLO4	CCLO5	CCLO6
Reflection on ASA webinar	5	1%	X	X	X		X	X
Self-assessment	5	1%	X	X				X
Career Center self-assessment	5	1%	X	X				X
O*net occupational search	5	1%	X					X
Reflection on Anyon reading	5	1%		X	X	X	X	
How you became sociology major	10	3%		X	X	X	X	X
Portrait of CA report	5	1%				X	X	
Census neighborhood report	5	1%				X	X	
Analysis of neighborhood	25	7%		X	X	X	X	
Parent interview	10	3%		X		X	X	
Informational interview	10	3%	X	X		X	X	
Resume/Cover Letter	25	7%					X	X
Oral Presentation on Career paths	25	7%		X	X		X	X
Oral Presentation of Sallaz Chapter	25	7%	X	X	X	X	X	
Quizzes on Sallaz Chapters	100	30%			X	X	X	
Oral Presentation of Career Aspirations	5	13%	X	X	X	X	X	X
Career Aspirations Report	40		X	X	X	X	X	X
Class Participation	25	7%	X	X	X	X	X	X
TOTAL	335	100%						

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 the 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 500 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. As a rule, the course work does not include extra credit.

A plus	335 to 325 points
A	324 to 311 points
A minus	310 to 300 points
B plus	299 to 290 points
B	289 to 280 points
B minus	279 to 268 points
C plus	267 to 255 points
C	254 to 246 points
C minus	245 to 235 points
D plus	234 to 225 points
D	224 to 215 points
D minus	214 to 200 points
F	199 points or less

University Policies

Per [University Policy S16-9](http://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 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) (<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.

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Course Schedule

This is the schedule of classes and readings and assignments. The schedule may change, and those changes will be announced in class and on Canvas.

Week	Date	Assignment Due	Topics, Readings, Assignments, Deadlines
1	25 January	Begin self-assessment sheet (on Canvas)	<p>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</p> <p>https://www.nytimes.com/video/opinion/100000006719947/europeans-view-americans.html?smid=url-share</p> <p>Register with Handshake at Career Center and regularly check their calendar of events.</p> <p>Who are you? Telling your story What is the ‘sociological imagination’? How to use this imagination Visit the Self-Assessment page of the Career Center and begin to systematically complete the parts of that page</p>
2	30 January ----- 1 February	<p>View ASA webinar and be prepared to discuss</p> <p>-----</p> <p>DUE Feb 1: Self-Assessment sheet AND One page reflection about questions from ASA video</p>	<p>Researching Employment: What can we do with Our sociology BA? View ASA videos and be prepared to discuss (links on Canvas) Additional materials of use from ASA on Canvas https://www.asanet.org/footnotes-issue/sociological-careers-in-practice-settings/</p> <p>-----</p> <p>Looking for work, examining cost of living, developing relationships</p> <p>Visit Census page: https://www.census.gov/dataviz/visualizations/stem/stem-html/</p>
3	6 February ----- 8 February	<p>Read Anyon an be prepared to discuss</p> <p>-----</p> <p>Bring Resume to class</p>	<p>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</p> <p>In Class: After reading Anyon’s article, outline how your education would be defined, using Anyon’s categories of class groups and schools. Answer the following question: What difference has this made in my university education, and what challenges have you had to overcome (if any) to succeed in your university courses?</p> <p>-----</p> <p>Resumes: workshop and practice writing our resumes</p>
4	13 February	DUE: One page reflection on Anyon reading	<p>Building a support team of allies and advocates Read Erickson</p> <p>Visit Career Center web page and review materials on resumes</p> <p>-----</p>

Week	Date	Assignment Due	Topics, Readings, Assignments, Deadlines
	15 February		Time, Money and Savings: Finances for Long-term security Brief presentation of PORTRAIT OF CALIFORNIA data on neighborhoods
5	20 February ----- 22 February	Due: First Draft of Resume and Cover letter ----- Due: Find your neighborhood in Portrait of California Index and submit one page summary	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
6	27 February ----- 29 February	Due: Find 2 careers at O*net and Career OneStop ----- Due: Census data for zip code & neighborhood, city, county	Paid work and Culture Sallaz chapter 3a “Classifying Labor” pp. 41-51 How do Employers and Employees find each other? ----- Paid work and Culture Sallaz chapter 3b “Classifying Labor” pp. 52-65 Emeka “Where Race Matters Most”
7	5 March ----- 7 March	Due: Informational Interview Questions ----- Due: Educational expenditure per student	Commodification of our work = Paid work Read Sallaz chapter 4a pp. 66-76 ----- Commodification of our work = Paid work Read Sallaz chapter 4b pp. 76-87
8	12 March ----- 14 March	Due: Neighborhood Analysis Report -----	Finding work and hiring employees Read Sallaz chapter 5a pp. 88-98 ----- Employers looking for skills/attributes or willing to train? Read Sallaz chapter 5b pp. 98-109 “Cool Store Bad Jobs”
9	19 March ----- 21 March	Due: exploration of two careers you might consider -----	Control and Contesting what counts as work Read Sallaz chapter 6 pp. 122-133 ----- Business associations and worker associations Read Sallaz chapter 7 pp. 134-156
10	26 March ----- 28 March	Due: Report on Informational Interview -----	Conclusions about work and Employment Read Sallaz Chapter 8 ----- Applying Sallaz’ concepts and insights to your Career planning
11	1-5 April	No Classes	SPRING RECESS
12	9 April ----- 11 April	Due: How I became a sociology student	Employment, Consumption and Climate Change ----- In Class presentations on career paths

Week	Date	Assignment Due	Topics, Readings, Assignments, Deadlines
13	16 April ----- 18 April	Readings on Climate change, alternative work schedules and utopian proposals	In Class Presentations on Career Paths Discussion of alternatives to “business as usual” expectations
14	23 April ----- 25 April	DUE: Report of Parent’s interview	In class presentations on career paths
15	30 April ----- 2 May	-----	In Class presentations on career paths ----- Oral Presentations of Career Aspirations
16	7 May 9 May	1. SOTES survey 2. Complete the online survey on about Sociology Major	Oral Presentations of Career Aspirations LAST MEETING Oral Presentations of Career Aspirations
Graduation Pledge: “I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organization for which I work”			
Final Exam Scheduled	FRIDAY 17 May 9:30 am	DUE: - Career Aspirations Report - Final Resume & Cover Letter	