Freshman Cluster Proposal
The Individual and Society

1. What is the theme you propose for your group of courses? In what ways do you think this theme speaks to issues important to our freshman population? To the University’s mission?

The Individual and Society

This cluster has been offered since the beginning of the freshman cluster program, and it has been quite popular. We propose to renew it with minimal changes.

This cluster investigates basic questions that each of us confronts in our lives: who am I, and how do I fit in to the world around me? These questions touch on issues of rights, obligations, morality, behavior, and thought. The fields of philosophy, psychology, and sociology each bring their own approaches to investigating these questions.

On the one hand, each individual has her/his own rights, opinions, values, and knowledge. Individuals matter greatly, especially in modern Western cultures. We expect everyone to express her/his views and make her/his mark on society. On the other hand, society defines what opportunities are available, and constrains (or at least attempts to constrain) individual behavior. One must follow rules while seeking personal success or satisfaction. Some rules can be bent; others should be broken. Living as an individual in a society is a balancing act.

Obviously, there is no one right answer to these questions (it would be a pretty boring cluster if there was). Rather, the goal of the cluster is to have students study the question from several different perspectives, in keeping with the mission of general education. In Philosophy, students will study the values that drive individual decisions and social mores, as well as the principles of rational thought needed to evaluate opinions and values. In Psychology, students will learn about scientific research that investigates individual behavior and thought from multiple perspectives. In Sociology, they will study social structures and how they function and influence individual behavior.

Surely, questions about how each person fits into society are near the front of every freshman’s mind, and exploring them is in keeping with the University’s mission. The cluster will provide each student with tools for systematically thinking about his/her life, how to achieve success and contribute meaningfully and responsibly to society. With these tools, they may be able to make better choices about how to balance their individual needs and desires with societal demands and expectations.

2. List the three courses (prefix, number, title, units)

PHIL 1302 Philosophy of Self and Society (4 units)
PSYC 1001 General Psychology and Society (5 units)
SOC 1002 Introduction to Sociology of Individual and Society (4 units)
3. **Explain how the theme will be used to integrate course content in each course. If appropriate, please describe how students will be involved in researching the theme and when in the year that will happen. (Describe the contribution of each discipline’s perspective on the theme that will help create a coherent learning experience for the students.) A well thought out commitment to student research in the cluster will be a bonus for consideration.**

These three courses together will give students a strong foundation in the social sciences and philosophy. PHIL 1302 provides an overview of and introduction to Western Political Philosophy, with feminist and multicultural perspectives and critiques. PSYC 1001 focuses on individuals and establishes the biological foundations for the individual’s relationship to society. SOC 1002 will fill out the picture with information about social institutions and how they shape the lives of individuals. All three courses will address issues of gender and cultural diversity in the context of the theme. The cluster group plans on having 6 “all cluster meetings” (2 per quarter) during the course of the year to show how all three disciplines view a certain issue (like authority, power, human nature, autonomy, etc.)

4./5. **Explain how each course in the proposed learning community will support student learning of each of the cluster’s lower division general education area learning outcomes (passed by Academic Senate February 17, 2004). Please use the GE course application forms to address this question. (If the course has already been approved for GE credit, and the current application form was used, please attach a copy. If the course has not yet been approved for GE credit, the use of the application form will permit review for GE credit, even if the cluster application is not selected. Please note: for mixed area learning communities (a mix of science and/or humanities and/or social science), courses must meet learning outcomes in each area covered by the learning community. For example, a learning community with a course in humanities, one in social science, and one in science must demonstrate that the learning outcomes in humanities, social science, and science are addressed by the relevant courses.**

**PHIL 1302 (Area C2)**

*Examine significant texts of the creative intellect:* This course is an introduction to political philosophy. The readings include primary texts by major philosophical figures. The readings also include prominent contemporary thinkers’ discussions of political and social problems, such as sexism, racism, colonialism and other forms of oppression. Students in this class will reflect questions of human nature, justice, economic theory, the nature of power, etc.

*Critical examination of ideas and theories:* This course will cultivate critical thinking skills and conduct critical examinations of texts and ideas by asking students to adopt a predisposition to thinking critically about issues that they may already be familiar with and have taken positions on. In both written papers/essay exams and in class discussion projects, students will be asked to be open to the views of various authors as well as of their fellow students. Students will need to be able to recount the arguments of the
authors they read, critically valuate the claims made in the texts, examine their own thinking about ethical issues, and create their own arguments for their original viewpoints. This course in particular incorporates feminist and multicultural critique of the Western political tradition. This critical examination will be conducted primarily through philosophical approaches and methods, but also through historical, linguistic, literary, and rhetorical approaches. The course will discuss how ideas change over time, how the language used to express ideas affects those ideas, and the literary and rhetorical devices employed by the philosophers that they read.

Understanding of human concerns and the intellectual and cultural traditions within which they arise: In this course, students will be asked to reflect on political issues of universal as well as contemporary concern. They will examine major works and theories in Western political philosophy, such as social contract theory, utilitarianism, discourse theory, and more. Students will also reflect on issues in more contemporary political theory, such as power, economic and distributive justice, and communitarianism. Students will consider the historical, social, and political contexts that have influenced the production and interpretations of the texts and the issues in them. Students will also develop an appreciation for diverse moral, cultural, and political perspectives.

1) *Students will demonstrate through oral and written work how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise, including both classical and contemporary artists/ or theorists.*

Through reflective paper writing/ essay exams and small group oral discussion and presentation, students will read classical and contemporary texts Western political philosophy. Through these texts, students will reflect on the questions of universal concern, such as the nature of the individual, human nature, and the structure of political societies. Students will consider the historical and cultural contexts in which philosophical ideas arise. Students will travel through the history of Western thought from social contract theory to contemporary political theorists.

2) *Students will demonstrate a developing understanding of the interaction among historical and cultural contexts, individual works, and the development of the humanities over time.*

This course is an overview of and introduction to Western political philosophy. Students will see how philosophical ideas have developed over time, and how Enlightenment and contemporary thinkers have influenced contemporary philosophical works. Students will write about these works, with consideration for their historical and cultural contexts.

3) *Through oral and written work, students will demonstrate their ability to critically employ concepts, theories, methods of analysis used in the humanities to interpret and evaluate enduring human concerns.*

In this course, students will be employing the method of argumentation. This will require them to recognize and analyze the arguments in philosophical texts, and well as create their argumentation in defense of their interpretations of these texts, and in support of their own ideas.

4) *Students will critically reflect on the formation of the human goals and values, and will articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values.*
The study of philosophy necessarily entails a study of human goals and values. In this course, students will be reading some of the extremely important and creative works from political philosophy that raise many of the most perennial concerns, as well as learn how such theories can be applied to contemporary political concerns.

**PSYC 1001 (Area B2 or D)** gives students an introduction to the major concepts in psychology. The course helps students understand their own behavior the behavior of others, and to adjust to divergent points of view. Students learn how biological and environmental factors contribute to typical behavior as well as to psychological disorders. The course can be used to satisfy one of two GE requirements: B2 or D.

**Area B2:**

1. *Students should be able to demonstrate broad science content knowledge in the life sciences (such as cellular structure, the diversity and classification of life, or biological evolution) and be able to describe fundamental concepts in the life sciences that distinguish them from the physical sciences.*

   Psychology 1000 is a survey course of the entire field of psychology that includes broad content from both the social sciences and the life sciences. Much emphasis is placed on the physiological basis of behavior, and the evolution of physiological structure and behavior throughout the animal kingdom (note the “songs of canaries” topic mentioned in the syllabus!). Evolutionary Psychology is dealt with in some sections. The structure of the brain and nervous system is dealt with in regard to sensation and perception, conditioning and learning, memory and states of consciousness, developmental psychology, and abnormal psychology. Assessment of knowledge of these topics will be done by class exams.

2. *Students should be able to demonstrate the application of quantitative skills (such as statistics, mathematics, the interpretation of graphical data, etc.) to life science problems.*

   The course begins with a section on research methods, including statistical analysis. Data are consistently presented in graphical form and students are expected to interpret these graphs. Student’s ability to understand statistical concepts and interpret graphs will be tested in class exams.

3. *Students should be able to demonstrate a general understanding of the nature of science, the methods applied in scientific investigations, and the value of those methods in developing a rigorous understanding of the physical world. Students should be able to identify the difference between science and other fields of knowledge. Students should be able to distinguish science from pseudoscience.*

   The scientific method is emphasized in Psychology 1000, and there is constant attention paid to the value of this method in contrast to the more traditional ways of thinking about human behavior and perception. Different types of research
methodologies used to conduct scientific experiments are dealt with. Belief in pseudoscience is possibly more prevalent regarding the subject matter of psychology than in any other natural science. Psychology 1000 deals with these beliefs directly; for example the section on sensation and perception deals with the topic of extra-sensory perception. Students understanding of these issues will be tested in class exams.

Area D:
1. **Demonstrate, orally and in writing, recognition of the application of disciplinary concepts derived from a social or behavioral science in the study of human behavior, individually and in society.**
   a. **State at least two standard or basic theories and models:** The class covers several theoretical approaches, including biological, behavioral, cognitive, and social.
   b. **Define key disciplinary terms:** Scientific method, behavior, learning, physiological psychology, cognitive processes, social psychology, abnormal psychology, development, individual differences
   c. **Identify professional applications of disciplinary concepts:** An understanding of how knowledge of psychology is acquired through the scientific process, and how that knowledge is used in counseling, teaching, business, and everyday life.

2. **Demonstrate, orally and in writing, recognition of the inquiry methods used by at least one of the social or behavioral science disciplines**
   a. **Identify key research issues:** All material will be presented in the context of the scientific method.
   b. **Describe how hypotheses or research questions are formed:** Basics of the scientific method will be covered.
   c. **List examples of data that are examined:** Experimental, survey, correlational, and descriptive data are examined.
   d. **Describe how data are analyzed:** Students will be taught to read graphs and tables and to use data to distinguish between theories.

3. **Demonstrate, orally and in writing, the ability to describe how human diversity and the diversity of human societies influence our understanding of human behavior, individually and in societies, both local and global:** This course deals with the many causes of prejudice, discrimination, and stereotyping, and identifies methods to overcome these attitudes.

4. **Demonstrate, orally and in writing, some knowledge of the political, social, and/or economic institutions of a country other than the United States**
   a. **Demonstrate, orally and in writing, the ability to describe major positions and contrasting arguments made on one or more significant contemporary issue area confronting US society as applied to human behavior.** (Possible areas include: biomedical and health issues, class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad,
poverty, race, technology). The course covers biomedical and health issues, discrimination, education, and gender issues.

SOC 1002 (Area D) students must pass two written essays and write 1-page summaries of every class reading (which they present in a course portfolio), as well as doing a group presentation, in which they demonstrate master of the following material. Thus, their learning is both written and oral.

1. Demonstrate, orally and in writing, recognition of the application of disciplinary concepts derived from a social or behavioral science in the study of human behavior, individually and in society.
   a. **State at least two standard or basic theories and models:** the study of society (social interaction, social relations, social institutions, and social processes) as a social science and the study of social theory.
   b. **Define key disciplinary terms:** agency, social structure, cultural structure, social forces, social movements, social change, social stratification, class, gender, race, ethnicity, community, organizations, networks, institutions, bureaucracy, states, markets, social construction of reality, intersubjectivity, identity, (trans-)nationalism, globalization, and numerous others.
   c. **Identify professional applications of disciplinary concepts:** The fact individual action is always mediated by social structure; the fact that all social relations are also relations of meaning, as well as relations of power; the fact that all economic action is socially embedded; the fact that markets are always embedded in law, morality, and politics; and the fact that society is susceptible to change through organized collective action, but not always in ways that it is intended.

2. Demonstrate, orally and in writing, recognition of the inquiry methods used by at least one of the social or behavioral science disciplines
   a. **Identify key research issues:** The course introduces students to reasons for the differences between social scientific and natural/physical scientific research designs; the criteria for establishing a causal argument; the wide variety of research methods used in social research; random and non-random sampling techniques; the basic types of non-experimental research design; and the politics and ethics of research.
   b. **Describe how hypotheses or research questions are formed:** Common features of the research process (including both inductive and deductive reasoning, and ideographic and nomothetic explanation) are covered in the lectures and course readings. Emphasis is placed on the importance of developing testable, falsifiable research questions that avoid common errors in logic. Student essays will also be graded on their ability to develop empirically-based arguments to support their own claims and beliefs, as well as to identify and impartially articulate discourses that may challenge their own beliefs.
   c. **List examples of data that are examined:** Students will examine quantitative, qualitative, and comparative (both longitudinal and cross-
sectional) data on major institutions (e.g., families, schools, hospitals, factories, corporations, the military, states, and markets), as well as social processes like urbanization, social stratification (by class, gender, race/ethnicity, and age), and structural inequality on a local, national and global scale.

d. Describe how data are analyzed: This course introduces students to sociology by helping them learn how to use sociology to read and analyze situations. Analyzing situations sociologically is developed by having students analyze “decision cases,” i.e. short, problem-centered narratives that promote critical thinking. The ability to analyze situations from a sociological perspective is developed incrementally. They must learn to discern the differences between (as well as identify and re-present) the empirical, rhetorical, and narrative dimensions operating within the competing or conflicting discourses of each decision case that they analyze.

3. Demonstrate, orally and in writing, the ability to describe how human diversity and the diversity of human societies influence our understanding of human behavior, individually and in societies, both local and global: Students in this course will learn how to do the following:
   • See situations sociologically by identifying and describing four important social connectors: social relationships, groups, organizations, and networks.
   • Use sociological theories to reframe and develop multiple perspectives on social connections.
   • Think about situations from the point of view of insiders by decoding culture.
   • Uncover inequalities by analyzing differences in power.
   • Imagine possible futures (and the historical contingency of their unfolding) by taking into account changes that could result from three important driving forces: demography, technology, and collective action.

Students will write about all of these issues in their reading portfolios, will write about some of them in their two essays, and will orally discuss at least one of them in an oral presentation to the class.

4. Demonstrate, orally and in writing, some knowledge of the political, social, and/or economic institutions of a country other than the United States: This course examines case studies of the following:
   • The impact of the World Trade Organization, World Bank, and the International Monetary Fund on the relationship between developed and developing nations.
   • The effects of transnational social movements (around issues relating to environmental degradation; women’s rights, labor, human rights, free versus fair trade, and socially responsible investment) on states and transnational corporations.

Students will write about all of these issues in their reading portfolios, will write about some of them in their two essays, and will orally discuss at least one of them in an oral presentation to the class.
5. Demonstrate, orally and in writing, the ability to describe major positions and contrasting arguments made on one or more significant contemporary issue area confronting US society as applied to human behavior. (Possible areas include: biomedical and health issues, class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.) The course readings cover issues relating to human rights, free trade policy, globalization, bio-engineering of food, the war on terrorism, global human smuggling, consumption of commodities produced through slave and/or sweatshop labor, the role of non-federal entities in shaping U.S. foreign policy, and unilateral versus multilateral foreign policy. Students will write about all of these issues in their reading portfolios, will write about some of them in their two essays, and will orally discuss at least one of them in an oral presentation to the class.

6. Attach course outlines for the three courses. Each course outline should indicate how the theme would be used in the course and any student activities that cross all three courses. (For example, will there be common reading(s) in the three courses? Will there be common assignments, or assignments on which students work the entire year? Will students keep a cluster portfolio? Will there be a common service learning experience for the students? etc.)

Please see attached.
Approved by Department Chairs

Signature          Philosophy   04/07/14
Department         Date

Signature          Psychology  04/11/14
Department         Date

Signature          Sociology   04/21/14
Department         Date

Approved by College Dean/Associate Dean

Signature          CLASS      04/20/14
Dean               Date

Signature          CSCI       04/11/14
College            Date

Signatures of three faculty members: Ideally, the person who will teach the courses will participate in the cluster planning. However, recognizing the staffing difficulties departments face, the faculty member who plans the cluster must agree to provide a thorough orientation to the expectations and methods developed for the learning community to the actual instructor. If monies are available, faculty should be available for meetings in the late spring to plan integration points in the yearlong curriculum.

Signature          04/04/14
Date

Signature          04/1/14
Date

Signature          04/14/14
Date

Proposals should be submitted as soon as possible and no later than Friday, April 4, 2014. Please submit proposals to Sally Murphy (sally.murphy@csueastbay.edu) and Linda Beebe (linda.beebe@csueastbay.edu).

1 While College approval for application of courses to meet GE requirements is not required, College approval assures support for departmental participation.
CLASS DESCRIPTION::

This class will give you an overview of Western social and political philosophy. It will include feminist critiques and multicultural perspectives of this tradition. We will philosophically explore the meanings of human nature, the good life, political economy, human rights, justice, power, and oppression. The schools of thought discussed in this class include classical liberalism, libertarianism, socialism, communitarianism, and pragmatism.

TEXTS AND CLASS MATERIAL::

The assigned readings are based on encyclopedia websites, pdf files distributed through Blackboard, or inexpensive ebooks available on Amazon.

REQUIREMENTS:

You will be required to attend all class meetings. No credit will be given to anyone who has more than two absences. You have to do the assigned readings, analyze texts, do some written homework, participate in class and group discussions, and give at least one short presentation. Sometimes I perform short tests to assess if students have done their readings and their homework. You will also have to pass a midterm exam, and write a term paper. Normally, the writing assignments total about 15 pages for each student. If you need special accommodations or have special circumstances, please discuss this with me early on.

GRADING:

1. Homework (20%): Students are asked to do several small homework assignments, and we will use the Blackboard Discussion forums to post them for everyone. You should read the assigned texts, highlight important topics and questions, and connect your insights to the themes discussed in this class.

2. Group Work and Presentations: (20%): Students will do some group work and they are expected to
do assignments and give class presentations as a group. These groups will consist of about 5 to 6 members, and the grades will be given to the group as a whole. Topics will be assigned at the beginning of the class.

3. Midterm (30%). The midterm consists of several short essay questions that will test the students understanding of the theories presented in the first half of the class.

4. Final Paper (30%): Students are expected to write a final academic paper. I will give you some questions to choose from.

CLASS POLICIES:

Students are expected to arrive on time, and stay until the class is finished. If this policy is not respected, everyone in the class will suffer from the disruptions. I will also check the attendance frequently, and keep an attendance list. Due to the size of this class I cannot spend a lot of time with every student, but you are encouraged to talk to me if you have any questions. Let me know in advance if you want to visit me during office hours. If my regular office hours don’t work for you, I will set up another time to meet with you.

You have to read the assigned material for each class, and be prepared to answer questions about it in class. The midterm and the term paper requires intensive reading, and the analysis of ideas. Visits to the library are highly encouraged.

If you plagiarize on the exams or term papers, you will receive an F for the entire course. (The standards of academic integrity can be found [here](#).) I will discuss all assignments thoroughly in class; if you have any questions about the academic format or the rules of writing academic papers, please bring them up early on. I will use Turnitin.com to evaluate papers and tests. Deadlines for homework and paper submissions are firm. You need a very good reason to be late, and you should inform me in timely fashion about any problems.

Generally speaking, we spend too much time with electronic devices. Therefore, I am outlawing them for the duration of my classes. Switch off your phones, tablets, and notebooks, and store them away. Take notes on paper. We can also assign a notetaker for each class, and post it afterwards to the discussion forum.

I will conduct this class through a combination of lecture and discussion. I will give you an overview of the Western intellectual tradition and its foundations, and I will pay particular attention to the nature of philosophy. Teaching and learning is a group process, so I need your active participation in class discussions. Every question is good. Discussion and disagreement is also good, therefore I encourage and welcome the questioning of the ideas of others, including mine. However, I will exercise my responsibility as a teacher to manage the discussions so that ideas and arguments can proceed in an orderly fashion, and an optimal learning environment is achieved.

Learning Outcomes:

This introductory course in philosophy examines significant written and/or oral texts of the creative intellect. The major goals are:
(a) to teach the critical examination of ideas and theories through the use of historical, linguistic, literary, philosophical, and/or rhetorical approaches and methods; and

(b) to encourage understanding of enduring human concerns and the intellectual and cultural traditions within which they arise.

In this course:

1. Students will demonstrate through oral and written work how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise, including both classical and contemporary artists and/or theorists.
2. Students will demonstrate a developing understanding of the interaction among historical and cultural contexts, individual works, and the development of humanities over time.
3. Through oral and written work, students will demonstrate their ability to critically employ concepts, theories, and methods of analysis used in the humanities to interpret and evaluate enduring human concerns.
4. Students will critically reflect on the formation of human goals and values, and will articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values.

MAJOR THEMES DISCUSSED IN THIS CLASS:

**Week 1:**
Self, Society, and Political Philosophy. Introductions.

**Week 2:**
Human Nature and the Organization of Society.
   Historical Overview from Plato to the Frankfurt School.

**Week 3:**
Elements of being human: Anthropological assumptions.

**Week 4:**
Origins of law and social order. Values, intentions, needs and desires: What motivates human behavior?
   The nature of law.
   Justice and Equality.
   Foundation of Ethics.

**Week 5:**
The emergence of social order. Social Institutions and social roles.
The economic system: Markets, politics and the economy, economic justice, globalization.
**Week 6:**
Structural Elements of the Political Process:
   Constitutions, Governments, parties, and political movements.

**Week 7:**
Critical Perspectives:
   Feminism, Socialism, Libertarianism.

**Week 8:**
The Problem of Evil.
   War, torture, and crime. Genocide.

**Week 9:**
Structural Violence.
   Slavery, corruption, exploitation, discrimination. Colonialism.

**Week 10:**
Summary; Final Discussions.
Psychology 1001: General Psychology and Society

Instructor:
Office:
Office Phone:
Office Hours:
Mailbox:
E-mail:

Please review the course requirements for this course as printed in your catalog. http://www20.csueastbay.edu/ecat/undergrad-chapters/u-psyc.html#undergrad

Student Learning Outcomes:
Upon successful completion of this course students will be able to:
• Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
• Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
• Use critical and creative thinking and the scientific method to solve problems related to behavior and mental processes
• Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
• Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.
• Think critically about the underlying causes of our own and other individual’s behavior, and how that behavior influences and is influenced by the larger society.

Course Texts: Introduction to Psychology, Coon and Mitterer, 13th Ed. This text may be purchased as a paper version, or electronically from the publisher’s web site. I will provide you the link to the electronic version of the text on blackboard. The e-version of the text is less expensive than the paper version new through the bookstore and includes interactive tools.

Blackboard: Syllabus, study-guides for exams, and homework assignments/quizzes for the course are available only electronically on Blackboard. We will discuss this further in class. Additionally, changes to the schedule will be posted as announcements on our class blackboard site. Be sure to check these announcements and your horizon e-mail regularly.

There will be 3 exams: 2 midterms and a final. Assignments for this course are quizzes posted on blackboard. Due dates for these assignments will be posted on blackboard.
Topics and assignments (by week):
Week 1: Introduction and Research Methods: Chp. 1
Week 3: Sensation and Perception. Chp. 4
Week 4: review and Exam 1
Week 6: Memory and States of Consciousness, Chp. 7 & 5.
Week 7: States of consciousness continued and review
Week 8: Exam 2 and Intelligence. Chp., 9
Week 9: Development and Social Psychology: Chap. 3, 16 and 17.
Week 10: Abnormal Psychology and Review: Chap. 14
Finals: Final

Exam Dates:
Exam 1 – TBD
Exam 2 – TBD
Final Exam – TBD

Exams:
You will need a #2 pencil and a Scantron form 882-E for each exam. You will be required to bring photo id with you to exams. Make-up exams will only be granted for documented emergencies. Please review the exam dates now, and note them. Do not continue in this class if you cannot make the scheduled exams. Exams will cover material from assigned readings, films and lecture material.

Assignments:
You will be assigned several chapter post-tests on line through the blackboard site. These chapter post-tests will be posted with their due dates at least one week before they are due. You are responsible for checking the site to insure that you do them on time.

Grading:
Each exam will be worth 100 points. The homework quizzes (4 of them) will be worth 10 points each. Total points available in the class is therefore 340. Grades will be calculated on percentages 93-100% is an A, 90-92.9% is a A-, 87-89.9% is a B+, 83-86.9% is a B, 80-82.9% is a B-, 77-79.9% is a C+, 73-76.9% is a C, 70-72.9% is a C-, 67-69.9% is a D+, 60-66.9% is a D, below 60% is an F. I do not curve grades and I do not ‘assign’ grades – you earn your grades. Note that an incomplete grade will only be considered in the event of a documented emergency, not as a way of avoiding a failing grade.

Lecture notes:
As a courtesy for you, I will have outlines of my lecture notes (excluding overheads of copyrighted material) online at the blackboard site for this class. Try and print and read these notes before class.
Films
There will be several films seen in class. These will be shown as convenient to me, and thus are (mostly) unannounced. There will be questions from these films on the exams, and we may not discuss them in class prior to the exam. These films are part of my personal library and may not be available elsewhere. Regular attendance in class is strongly advised.

In order to receive a grade in this course:
To get a fuller flavor of Psychology as an experimental science, one must have some direct contact with ongoing research. Consequently, as part of the requirements for this course you will participate as a subject in some research studies. If you do not complete the subject pool requirement you will receive an Incomplete in the course. If your grade at this point is a D or F, you will receive the grade rather than an Incomplete. You will be provided with a yellow “Research Participation and Reminder” sheet. Please read this yellow sheet carefully because it describes the subject pool requirement in more detail. Each time you participate, the experimenter will sign your yellow sheet and indicate the number of points you have earned. It is important that you keep your yellow sheet. In the unlikely event of an error in the subject pool records, your yellow sheet serves as proof of your research participation. Sign-up sheets for experiments are located on the bulletin board outside South Science 236. When you sign up to be in an experiment, you are making a commitment to arrive at the experiment at the stated hour and on time. One point will be added to your point requirement each time that you miss an appointment (i.e., if the requirement for the quarter is 4 points and you miss one appointment then you would need to earn 5 points that quarter). This means that you will need to earn an extra point later on in order to fulfill the requirement. The subject pool requirement is administered by the Subject Pool Coordinator, not by your Psychology 1005 instructor. Please direct questions regarding the subject pool to the Subject Pool Coordinator in the Psychology Department office (South Science 229).

Misc: -The best predictor of final grades in my classes is attendance. Students who do not attend my classes do not do well. You must be here if you wish to succeed. Additionally, if you do attend but spend your time in class chatting, or texting or using an electronic device for anything other than note taking, you are not absorbing the material from the course and may be distracting those around. If I observe you being a distraction, I reserve the right to ask you to leave until you can focus on the material.

Occasionally I find it necessary to send you information by e-mailing through blackboard. Be sure you check your horizon e-mail account regularly.

Class policy on plagiarism
Duplication of any material from another written work that is not in quotations is plagiarism. Plagiarism is cheating, and therefore, any instance will be considered grounds for an F in this class. This includes copying anyone else’s simulations. Cheating during exams will be grounds for an automatic F in the class. Additionally, I am required to put the following statement in my syllabus “By enrolling in this class the student agrees to uphold the standards of academic integrity described in the catalog at http://www.csueastbay.edu/ecat/current/i-120grading.html#section12.”
Children
As part of this class, we will be discussing topics that are inappropriate for children (ie gender, reproduction, hormones, and use of postmortem brain material for study). Please do not bring your children with you to class without consent from me. Infants also are a huge distraction for me while I am lecturing and other students who are trying to listen. Please be courteous and do not bring them to class.

Accommodations for Students with Disabilities
Accommodations for those with a documented disability are available through Accessibility Services. Please see them as soon as possible to pick up the appropriate paperwork if you qualify for services.

Emergency Information
Emergency information: “Information on what to do in an emergency situation may be found at http://www20.csueastbay.edu/af/departments/risk-management/ehs/emergency-management/index.html. Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis.”

Individual and Society Cluster: - In this part of the cluster, you will be fulfilling part of the General Education Area B2 or D requirements. During the Psychology portion of this cluster, you will meet the following requirements for your General Education Social Science area.

1. You will first learn several theories of psychology during the first weeks of class. These theories will include behaviorist and psychodynamic approaches to the study of psychology. You will be able to identify key disciplinary terms and identify professional applications of these concepts. You will also learn how behaviorism and psychodynamic theory are used in therapy. Your understanding of these theories will be assessed by multiple choice exam questions.

2. During the second week of the term, we will be learning research methods used in psychology. You will be able to describe how hypotheses are formed, learn several research methods and recognize the difference between experimental approaches, correlational approaches and the differences in the strength of the data produced using these methods. Understanding these methods will help you to evaluate empirical evidence supporting the theories we will discuss. Your understanding of research methods will be assessed by multiple choice exam questions.

In the Individual and Society cluster, you will learn the foundations of three areas of social science, Psychology, Sociology and Philosophy. As a consumer of information, it is your job to find the similarities and differences in how these fields view these key topics. The following are topic areas you will encounter in this class and either Sociology or Philosophy:

- Research methods
- Social norms of behavior, Social construction and Social roles
- Relative deprivation and Self-fulfilling prophecy
- Obedience, conformity and compliance
- Tragedy of the commons and Implications for environmental policy
- Gender identity – hormones and social construction
- False memories
Introduction:
Students interested in understanding the social world and what future it is likely to hold for them should start with the study of the principles of sociology. The scope of sociological study is extremely wide, ranging from the analysis of individual behavior to the investigation of structural forces that create the society in which we live. This course aims to introduce students to the exciting world of sociology by studying its fundamental concepts, theories, and theorists. This course also aims to introduce students to sociological thinking that will allow them to develop a sociological imagination in order to understand better their individual lives and the contemporary diverse world.

Specifically, this course increases mastery of the following Student Learning Outcomes (SLOs) specific to the Sociology Program:

SLO1: With its focus on the various sub-disciplines, this course helps students understand social diversity with the ability to read and understand academic studies on and critically analyze the populational representations by race/ethnicity, social class, and gender.

SLO2: Orally and in writing, students will be able to effectively communicate and engage in educated, open-minded discussions on socio-culturally diverse beliefs, perspectives, and norms.

SLO5: Students will recognize the importance of sustainability by acquiring knowledge of local, national and global socioeconomic policies and practices that promote poverty, resource scarcity, violence, exploitation, and environmental degradation, and will explore ethical, responsible alternatives to those policies.

SLO6: With its focus on numerous theories of sociology, this course helps students understand theoretical issues with the ability to read, interpret, integrate, and synthesize abstract sociological arguments and theories.

Text:
Diana Kendall. eBook: Sociology In Our Times: The Essentials.
Course Requirements:

1. 1st Examination *--------------------------------------------- 100 Points
2. Attendance**--------------------------------------------------------------- 50 Points
3. 2nd Examination***--------------------------------------------------------------- 100 Points
4. 3rd Examination***--------------------------------------------------------------- 50 Points

Total 300 Points

* The 1st examination is a 50-item multiple choice (2 points each). The exam will be on Thursday/February 6, 2014.

** First absence, you get 45 points; second absence, you get 35 points; third absence, you get 20 points; and fourth absence, you get zero.

*** 2nd examination is a 50-item multiple choice (2 points each) and 3rd examination is a 5-essay question (10 points each). The two exams will be on Tuesday/March 18, 2014.

Tape recording is not allowed in this class.

No incomplete grade will be given in this class.

Office: MI 3118 and Telephone Number: (510) 885-4818

E-Mail: efren.padilla@csueastbay.edu.

Grading:

Description

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceeds all required elements of an assignment, and the quality of the work is considerably greater than what is satisfactory for college-level work.</td>
</tr>
<tr>
<td>B</td>
<td>Meets all required elements of an assignment, and the quality of the work is better than what is satisfactory for college level work.</td>
</tr>
<tr>
<td>C</td>
<td>Meets all required elements of an assignment, no more, no less. Quality of assignment is satisfactory for college-level work.</td>
</tr>
<tr>
<td>D</td>
<td>Fails to meet all required elements of an assignment, and/or the quality of the assignment is less than satisfactory for college-level work.</td>
</tr>
<tr>
<td>F</td>
<td>Only meets some of the required elements of an assignment, and/or the quality of the assignment is considerably lower than satisfactory. At this level points are</td>
</tr>
</tbody>
</table>
only given if some elements of the assignment are met. If not, very low percentages are likely.

Zero Fails to meet any of the required elements of an assignment, and/or the quality of the assignment is well below basic standards of writing, comprehension, and/or the ability to follow instructions; assignment is late or incomplete; assignment is not turned in at all; assignment shows signs of plagiarism or other forms of academic dishonesty. If the later is the case, the professor will file a formal accusation of academic dishonesty.

A 300-point scale determines your grade.
285 - 300 Points = A
269 - 284 Points = A Minus
253 - 268 Points = B Plus
237 - 252 Points = B
221 - 236 Points = B Minus
205 - 220 Points = C Plus
189 - 204 Points = C
173 - 188 Points = C Minus
157 - 172 Points = D
000 - 156 Points = F

Course Schedule:
Jan. 7-9 Introduction, Class Requirements, and Chapter 1: Sociological Perspective.
Jan. 14-21 Chapter 3 & 4: Culture and Socialization.
Jan. 30-Feb. 4 Chapter 6: Groups and Organizations.
Feb. 6 First Examination.
Feb. 11-13 Chapter 7: Deviance, and Crime.
Feb. 18-25 Chapter 8 & 9: Class and Stratification in the U.S. and Global Stratification.
Feb. 27-March 4 Chapter 10: Race and Ethnicity
March 6-13 Chapter 19: Population and Urbanization.
March 18 Second and Third Examinations.
ADDITIONAL UNIVERSITY AND COURSE POLICIES

Academic Integrity

By enrolling in this class, students agree to uphold the standards of academic integrity described at http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html.

Attendance

Part of a college education serves the function of professionalization. As such, students are expected to arrive to class on time and stay for the duration of the class. Arriving late or leaving early will result in a deduction of 2 points from the daily reading journal grade. If you are going to be more than 5 minutes late to class, please do not enter the classroom. Entering late disrupts other students. Students who miss 6 or more class periods, regardless of the reason, will automatically fail the course.

Classroom Behavior

Students and faculty each have the responsibility to maintain an appropriate learning environment. Students who do not adhere to behavioral expectations will be asked to leave the class. Severe or repeated infractions of behavioral expectations will be subject to further discipline, including grade reductions and/or dismissal from the class.

Professors have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. If you feel the professor is not meeting these obligations, please speak to him directly. Otherwise, you may contact the Chair of the Sociology Department, Dr. Pat Jennings, Pat.Jennings@csueastbay.edu.

Communication with the Professor

As an official means of communication, email correspondence addressed to the professor should be written in a professional tone and with correct spelling and grammar. Keep in mind that the professor may not be able to respond to email for up to 2 business days. The professor does not respond to email on the weekends.
**Disability Accommodations**

If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact the professor as soon as possible. Students with disabilities needing accommodation should speak with Accessibility Services. [http://www20.csueastbay.edu/af/departments/as/](http://www20.csueastbay.edu/af/departments/as/)

**Emergency Information**


**Laptops and Other Electronic Devices**

Laptops, cell phones, and similar electronic devices are not permitted in the classroom except when they are needed for specific class-related activities. Otherwise, the temptation to check email, surf the web, etc., is just too great for most of us. Please take handwritten notes during class. If a disability requires you to use a laptop to take notes, please provide written documentation within the first week of the course. If you need to leave your phone on for emergency reasons, please notify me at the beginning of class.

Students who must be asked more than once to put away their phone or other electronic device will be asked to leave the classroom and will receive a zero on their daily reading journal grade.

**Religious Holidays**

If you need to miss class for a religious holiday please submit a letter to the professor by the end of the first week of class.