Instructor: XXXX  
Office Hours: XXXX  
Messaging: Please contact me about this class via the message tool on our Cougar Course page. I will check my messages periodically during the M-F work week and return your message at my earliest convenience.

General Catalog Description
Focuses upon the academic and social aspects of the program such as research and writing, faculty advising, building community, culminating project development, and professional goals. Examines the relevance of public sociology to theory, methods, and social change. Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

Extended Class Description
This professionalization seminar is designed to help you successfully transition into the Master’s of Sociological Practice Program (MASP). In the seminar, we focus upon the academic and social aspects of the program and consider a variety of topics that will prepare you to flourish in graduate school (e.g., research and writing, faculty advising, putting theory into practice, thesis development, and professional goals). We will focus upon the ways in which you can shape your graduate education and the larger educational and professional institutions through the cultivation of your intellectual curiosity, organizational skills and motivation. Professors and representatives of various centers on campus will visit the course to help you understand our campus and program. In the end, you will emerge from the seminar with a clear vision of the MASP program, a deepened understanding of the possibilities for the application of sociological thought, and the self-reflection necessary to guide you to graduation.

Required Materials


The books are on reserve in the library. All of the articles required for this class will be linked to our Cougar Course website.

Master of Arts in Sociological Practice Programmatic Student Learning Outcomes (PSLOs)

This course introduces the following PSLOs of the M.A. Program as outlined in the CSUSM Catalog:

PSLO #4 Demonstrate awareness of multiple standpoints, their social foundations in
constructions of difference, inequality, privilege and oppression (e.g., gender, race/ethnicity, social class, sexuality, age, abilities, region, nationality), and their implications for social theory and social justice (You will be assessed on your ability to do this in your weekly papers, and in your class participation.)

PSLO #5 Demonstrate ability to advocate for sociologically informed decision-making (You will be assessed on your ability to do this in one of our class participation exercises and your short papers.)

Class Student Learning Outcomes

In addition to the PSLOs that are officially required for this class, I also hope for you to accomplish the following:

- Attain familiarity with the MASP program, curriculum, and faculty (This will be assessed in your short papers and final papers.)
- Locate, analyze, critically assess, and communicate sociological work in applied sociology with respect to a particular topic. (PSLO #1: This will be assessed in your short papers and final project.)
- Develop communication skills, written and oral, for use in a variety of settings (e.g., class, community, conference/publication) (This will be assessed in your participation, discussion leadership and in your written work—short papers and class project.)

Recommended Reading


Course Requirements

1. Class Participation (40 points): As in all graduate seminars, your focused engagement with the material and with one another will be at the center of the course. The success of the class depends upon your participation as active learners, rather than passive recipients of knowledge. In order to earn a solid A for participation in the class (36-40 points), you need to attend all the classes but 1, stay for the entire class, be prepared, and demonstrate a high level of engagement with the material that raises the level of the class discussion.

In order to help us keep the class moving in a positive direction, I am limiting laptop use in this classroom to note-taking purposes. If I notice that you are not paying attention to our class and are using a computer for other purposes, I will ask you to put the computer away. I do not expect this to be a problem in this graduate seminar, but am spelling this out as a precaution. Typically other behavior problems are also not as much of a concern in graduate classes as in others, but you should note the following reminders just in case:

- Please silence your cell phone ringer while in class, and put your phone away and off your desk during class (it is simply too tempting for most of us to handle...) If you have children or others for whom you are the primary caretaker, or need to attend to some other emergency situation, please discuss this with me at the beginning of class.

- Drinking (non-alcoholic) beverages in class is fine. If you need to eat a little in class to keep the body and mind working, that is also fine, just be sure to clean up after yourself.

- Respect all people in the room even when you disagree with them. Work to make the classroom
a safe space for all. This means respecting the privacy of our class space and our conversations (e.g., no filming or taping the class is allowed) and not posting details or messages about class discussions on your public social networking sites in the name of collegiality.

• Demonstrate that you are paying attention to the class and avoid engaging in other unrelated activities.

• Generously share your insights and questions with the class. We will all benefit from your contributions.

2. **Weekly Papers (60 points):** On six of the ten weeks in which I will assign a paper (see course schedule), you will be asked to turn in a short (min. 375-word) paper that responds to a reading prompt I will post after our class on Cougar Courses. These papers are due the following Tuesday by noon via Turnitin. These papers should demonstrate that you understand the main ideas of the readings and are thinking sociologically about the ideas presented in the readings and their relevance to world around you. **Be sure to take notes on your readings before class for the weeks that you do not write a paper so that you can adequately participate in class discussion.** I will not be making any other exceptions because I built this one into the class to cover your most urgent time of need.

4. **Curriculum Vitae (CV):** (20 points) We will have a CV workshop on 10/3 where I will introduce the ins and outs of writing a CV. Feel free to bring a draft of your current resume or CV to class that day. A polished CV will be due on 10/10 before 11:55 p.m.

5. **Group Project and Culminating Paper (80 points):** A separate handout will elaborate upon this requirement in Week 2.

**Grading Summary**

Seminar Participation = 40 points

Weekly Papers (6 out of 10 assigned) = 60 points

CV= 20 points

Group Project and Culminating Paper= 80 points

Total points possible = 200 points

**Grading Scale**


**University Writing Requirement:** Note that the amount of writing required in this class will far exceed the University’s requirement of 2500 words due to the weekly papers and class writing assignment.

If you feel you need help with your writing skills, please let me know at the beginning of the session and I will suggest some helpful materials and provide other related suggestions. **Similarly, if you have other special needs that need to be addressed, please notify me at the beginning of the session so I can attempt to make proper accommodations for you.**

In the event of an emergency, please contact me as soon as you reasonably can so we can assess
your situation promptly and avoid unnecessary complications. If you do not do so I cannot guarantee that you will be allowed to make up work missed. This policy rarely comes into play, but experience has demonstrated that it is necessary to make explicit.

Special Needs Policy

Students with disabilities who require accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750 – 4905, or TTY (760) 750 – 4909. You can also email them at dss@csusm.edu. If you are authorized by DSS to receive accommodations please notify me as soon as possible so I can begin working with them on meeting your learning needs.

Academic Honesty Policy: It is difficult to fully understand the intricacies of plagiarism until you really study what it is. We will discuss the topic in this class and you can go to https://owl.english.purdue.edu/owl/resource/589/03/ for a great discussion of best practices to help you avoid unknowingly plagiarizing. If you are found to have plagiarized any work for this class I will first arrange for a meeting with you and we will discuss the problem. You will not earn any credit for the paper in question and depending on the degree of the problem the consequences could be more serious. I do not expect this will be a problem in this class.

Course Schedule

All readings for a given week should be done before class.

WEEK 1
The First Week of Graduate School
Introductions, What to Expect, and How to Thrive
Paper Option 1 assigned--due Tuesday by noon.

WEEK 2
A Focus on Critical Sociology—Theory and Application
A Consideration of Interdisciplinarity/Multidisciplinarity
Read: Chapters 2 (Brooks), and 5 (Kang) in Sociologists Backstage
Paper Option 2 assigned--due Tuesday by noon.

WEEK 3
Navigating the Life of a Graduate Student
Read: Chapter 9 (Chesney-Lind) and Chapter 10 (Rios) in Sociologists Backstage
Online articles
Class Visit: Dr. Xuan Santos
Paper Option 3 assigned--due Tuesday by noon

WEEK 4
A Closer Look at Writing for Different Audiences
Read: Chapter 3, pages 127-135 in Chapter 5, and Chapter 7 in The Sociology Student’s Guide to Writing
Online articles
Paper Option 4 assigned--due Tuesday by noon

WEEK 5
The Culminating Experience: From Proposal to Completed Project
Chapter 1 (Pattillo), and 6 (Thai) in Sociologists Backstage
Read: Online articles
Paper Option 5 assigned--due Tuesday by noon
WEEK 6 (Tuesday, October 3rd)
Part 1: Networking and Conferencing in Graduate School
Part 2: CV Workshop

Read: Chapter 8 (Parrenas) and Chapter 12 (Jenness) in Sociologists Backstage
Online articles

Paper Option 6 assigned--due Tuesday by noon
CV is due to me on Cougar Courses by noon on 10/10
Class visit: Dr. Theresa Suarez

WEEK 7 (Tuesday, October 10th) Advocacy and Activism
Read: Chapter 14 (Winddance) and Chapter 12 (Segura) in Sociologists Backstage
Online articles

Paper Option 7 assigned--due Tuesday by noon.

WEEK 8 (Tuesday, October 17th)
Preparing for Future Work in the Community
Read: Chapter 4 (Kibria) and Chapter 17 (Taylor & Rupp) in Sociologists Backstage
Online articles

Paper Option 8 assigned--due Tuesday by noon.
Class visit: Heather Starr, Career Center

WEEK 9 (Tuesday, October 24th)
Part 1: Group Project Activity
Read: Online articles

Paper Option 9 assigned--due Tuesday by noon.

WEEK 10 (Tuesday, October 31st)—Online class
Read: Chapter 3 (Young) and Chapter 12 (Dunier) in Sociologists Backstage
Online articles

WEEK 11 (Tuesday, November 7th)
More Graduate School? The Doctorate...
Read: Chapter 8 (Writing Beyond the College Classroom) in The Sociology Student’s Guide to Writing
Online articles

Paper Option 10 assigned--due by noon.
Class Visit: Dr. Mary Robertson

WEEK 12 (Tuesday, November 14th)
Part 2: Group Project Activity
Read: Online articles

WEEK 13 (Tuesday, November 21st)
Talking about Teaching
Read: Online articles
Class Visit: Dr. Sharon Elise

WEEK 14 (Tuesday, November 28th)
CSUSM Soc Faculty Research/Advocacy
Read: Online articles
Class Visit: Dr. Marisol Clark-Ibáñez

WEEK 15 Group Presentations & Wrapping it All Up
• Class presentations and potluck

Class paper is due before Tuesday on finals week on Cougar Courses.