

Fall 2007 Syllabus
MCSP/Project Community/IGR
Sociology 389 –Sections 500, 501, 502

Instructional Team:

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Office Hours: By Appointment

Mondays 4:10-5:30pm

Section 500 Northside Elementary

Peer Facilitator:

Section 501 Peace Neighborhood Center

Peer Facilitator:

Section 502 Clague Middle School

Peer Facilitator:

Course Description

Sociology 389 is a unique learning opportunity that pairs sociological theory with experiential education. Through the MCSP sections of Soc. 389, you will have an opportunity to focus on both community work and intergroup dialogue. These Sociology 389 sections are offered as a collaboration between the Michigan Community Scholars program, Project Community and the Program on Intergroup relations.

Course Requirements

Completion of each requirement is necessary to earn credit for this course:

1. Attend and participate in your section seminar every week for the FULL 1.5 hours
2. Attend your service site every week, including orientation
3. Arrange transportation to and from site
4. Complete weekly reading assignments
5. Complete two essay assignments (4-6 Pages each)
6. Complete a Midterm Paper (6-8 Pages)
7. Complete a Final Project (Group Project)
8. Communicate regularly and effectively with section facilitators, site liaison and GSI (when appropriate)

See below for more information:

Seminar attendance and participation*: The weekly seminar is your chance to critically examine the reading material and reflect on your site experiences through group discussion and activities. You must be prepared to actively discuss course topics for this to be a valuable experience. Your coordinator will help facilitate dialogue, highlight key points, and clarify any questions that arise from the readings and site experiences. If you miss section at any time for any reason it is your responsibility to contact your GSI and facilitators to find out what you missed, e.g., readings and handouts. Your coordinator will verify your participation in order to assign credit for the course. (see attendance policy below)

Site Attendance*: You are expected to attend site every week. It is important that you regularly attend your site as others—your classmates, facilitator, and participants at your site—are counting on you! If, for any reason, you will not attend site, it is your responsibility to contact your facilitator. (see attendance policy below)

*ATTENDANCE POLICY

To receive credit for the course, you may have no more than three *combined* absences from seminar or site for any reason. Absences due to midterms, exams, illness, holidays and any other situation will be counted in your three absences. At four absences in either site or section or both, you will not receive credit for the course. This attendance policy is adhered to strictly. Please speak with your GSI if you have any questions.

A Proactive Recommendation: since you never know when you might get sick or when other life circumstances might impact your ability to attend class, it is wise not to take absences for less than necessary reasons. When students do not receive credit for this course because of failure to attend site or section, it is most often because they made choices earlier in the semester that they later came to regret.

Cultural and Religious Holidays

We respect the desire of some students to honor cultural and religious observances even when these observances cause an absence from class. Please note that these absences do count as absences under the attendance policy above. This is one of the reasons that we allow for three absences. It is your responsibility to communicate with your site liaison and facilitators in advance of these absences and make up any work missed.

Readings: You are expected to complete the readings and come to class prepared to discuss the readings in section each week.

- Coursepack, available at Dollar Bill Copying, 611 Church Street
- Tutoring Matters, by Jerome Rabow, Tiffani Chin, and Nima Fahimian, available at Shaman Drum bookstore
- Additional readings to be distributed in section

Essays: There will be two 4-6 page essays, the first due on October 1st and the second due on November 12th. You are expected to incorporate both the weekly readings and your site experiences in these assignments. These assignments will be received and checked by your facilitators and/or GSI.

Midterm Paper: The midterm paper is due in class on Monday October 22nd. No email attachments will be accepted. The GSI will be responsible for grading this paper. No late papers will be accepted unless you have special circumstances that warrant an extension AND you have requested an extension in advance. Your paper should be a thoughtful reflection and critical analysis of the assigned material and your service-learning experience. The total length should be 6-8 double-spaced, typed pages using 12-point Times New Roman font and standard margins. If your paper does not follow the instructions, you may be asked by the GSI to rewrite it in order for you to receive credit. The midterm will be handed out 2 weeks before it is due. If you are absent the day the midterm is handed out it is your responsibility to contact your GSI for a copy of the assignment.

Do not forget to properly quote and cite your sources! Parenthetical notations with page numbers are acceptable, but please remember that any idea taken from another source (even if not directly quoted) must be properly referenced.

Final Project: The final will be an Action Project designed, implemented and documented by your seminar group. Think of it, and treat it, as the final exam for this course.

Project Criteria: Drawing from the semester readings and your collective experiences at site, reflect on what issues or problems you have observed at your seminar site, assess

how you can make a difference and execute this plan. Examples of projects include: providing educational workshops on community-relevant topics, organizing fieldtrips, raising money to buy necessary supplies, or any other action that would benefit your particular site. Please NO parties without additional elements added. Be creative, bold and optimistic! You and your section classmates will present your group's Action Project to the other sections in class. This project has two components with two due dates: a project proposal and a group presentation.

1) Project Proposal:

Due November 26th

Each section is expected to write a two-page proposal for an action project to be implemented by your section for your site. The proposal should be two pages typed, double spaced and include:

- A description of the project and how it fits the criteria above
- A plan for securing any necessary resources (supplies, funding, etc.)
- A schedule of who will implement which parts of the project and when

2) Group Presentation:

Presented in class on December 10th

This presentation is a chance to showcase your work at site. It should showcase your section's action project and how you planned, executed, and documented this project. This is also an opportunity to share your experiences at site with the instructors and other members of the class. Be creative, bold, and optimistic! Feel free to use multimedia, theater, or other presentation methods that help showcase your work in a fun and engaging manner.

3) Individual Written Reflection

Write at least 2 typed double-spaced pages about your involvement in this group project. How have you been personally involved in the planning, implementation, and documentation of this project? What were your own unique contributions to this project? What have you learned from this activity -about teamwork, about community service, about your site, about yourself?

Additional:

If you have any special needs please let your facilitator or GSI know within the first few weeks so that appropriate arrangements can be made.

Please do not hesitate to contact your GSI or Professor at any time during the semester!!

Weekly Course Calendar

Monday September 10th

First Class Meeting and Introduction to Class Format

Everyone Meet in the CLC Room, Couzens Hall at 4:10pm.

Monday September 17th

In-Class Orientation to Site

BRING ACADEMIC/WORK/VACATION SCHEDULES TO CLASS

Readings Due:

1. Gagnon, G.. (2001). A Real World Education in Real World Problems. *Michigan Daily*. November 27th.
2. Coles, R. (1993). *The Call of Service*. New York: Houghton Mifflin. "Kinds of Service", pages 31-67

3. Rabow, J., Chin, T. and Fahimian, N. (1999) *Tutoring matters*. Philadelphia: Temple. Section 1: Attitudes, Anxieties, and Expectations, pages 1-29

Monday September 24th

Dialogue, Discussion, and Debate

Reading Due:

1. Yankelovich, D. (1999). *The magic of dialogue: Transforming conflict into cooperation*. New York: Simon & Shuster. "What Makes Dialogue Unique?", pages 35-46
2. Jones, E. (2001). *The better world handbook: From good intentions to everyday actions*. Gabriola Island, B.C.: New Society Publishers, "Building a Better World", Pages 1-10
3. Rabow, J., Chin, T. and Fahimian, N. (1999) *Tutoring matters*. Philadelphia: Temple. Section 2: Building Relationships, pages 30-68

Monday October 1st FIRST ESSAY DUE

Culture and Communication

Reading Due:

1. Ford, C.D. (2000). Develop Cross Cultural Communication Skills. In Adams M. et al (Eds.), *Readings for Diversity and Social Justice* (130-132). New York: Routledge.
2. Bennet, M. (1998) *Basic Concepts of Intercultural Communication*. Boston: Intercultural Press. "Intercultural Communication: A Current Perspective", Pages 1-34,
3. Rabow, J., Chin, T. and Fahimian, N. (1999) *Tutoring matters*. Philadelphia: Temple. Section 3: Teaching Techniques, pages 71-102

Essay Due:

- Why did you choose to take this course? What would you like to get out of this experience? Where does your own personal motivation for volunteering fit within the reading by Coles about different kinds of service? Did you affiliate with any of the stories in this reading or see yourself in any of these descriptions?
- How do the cycle of hope and the cycle of cynicism described by Jones relate to this course? What can you and your peers do specifically in this course to foster hope at site and in the university classroom? What can you and your peers do to foster dialogue in the form described by Yankelovich?
- Given your own goals for the course, how can your facilitator(s) help you achieve your goals? What can you yourself bring to this experience to make it interesting, challenging, safe and fun for everyone?

Monday October 8th MIDTERM ASSIGNED

Social and Cultural Identity

Readings due:

1. Tatum, B. (1997). *"Why are all the black kids sitting together in the cafeteria?" and other conversations about race*. New York: Basic Books. "The Complexity of Identity: Who Am I?", Pages 18-26
2. Takaki, R. (1993). *A different mirror: A history of multicultural America*. Boston: Little, Brown. "A Different Mirror" (Takaki) Pages 1-20
3. Rabow, J., Chin, T. and Fahimian, N. (1999) *Tutoring matters*. Philadelphia: Temple. Section 4: Race, Gender, Class, and Background Differences, pages 104-130

Monday October 15th

No Class (Fall Break)

Monday October 22nd MIDTERM DUE

Socialization and Social Construction

Readings Due:

1. Lorber, J. (2000). Night to his day: The social construction of gender. In Adams, M. et all. (Eds.), *Readings for diversity and social justice* (203-213). New York: Routledge.
2. Kimmel, M. (2000). Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity. In Adams, M. et all. (Eds.), *Readings for diversity and social justice* (213-219). New York: Routledge.
3. Katz, J. (2000) Pornography and Men's Consciousness. In Adams, M. et all. (Eds.), *Readings for diversity and social justice* (247-251). New York: Routledge.
4. Haubegger, Christy. (2000). I'm not fat, I'm Latina. In Adams, M. et all. (Eds.), *Readings for diversity and social justice* (242-243). New York: Routledge.

Monday October 29th

Social Stratification and Inequality

Readings Due:

1. Johnson, A.G. (2001). *Privilege power and difference*. New York: McGraw Hill. "Capitalism, class, and the matrix of domination", Pages 42-56
2. United Nations (2006). *Human development report*. "Beyond Scarcity: power, poverty and the global water crisis."
3. Perkins, J. (2004) *Confessions of an economic hit man*. San Francisco: Berrett-Koehler. Pages ix-xxi, 131-140, 211-219
4. Rose, S.J. (2000) *Social stratification in the United States*. New York: The New Press. "The Pressured American Middle Class", Pages 19-24

Monday November 5th

School Systems and Academic Tracking

Readings due:

1. Oakes, J. (1985). *Keeping Track: How Schools Structure Inequality*. Yale: New Haven. "Classroom climate" and "Student attitudes: the legitimization of inequality"
2. Orenstein, Peggy. (1994) *School Girls*. Anchor Books: New York. Pages 3-31
3. Orfield, Gary. 2003. "School More Separate: A Decade of Resegregation" in *Rethinking School Reform*, Linda Christensen and Stan Karp (eds). Milwaukee: Rethinking Schools.

Monday November 12th SECOND ESSAY DUE, FINAL PROJECT ASSIGNED

Education as Control and Education as Liberation

Reading Due:

1. Gatto, J.T. (2003). Against School: How Public Education Cripples our Kids and Why. *Harpers Magazine* (September)
2. Moses R.P. & Cobb, C.E. (2001) *Radical Equations*. Boston: Beacon. "Algebra and Civil Rights?" Pages 3-22
3. Gracey, H.L. (2001). Learning the student role: Kindergarten as academic boot camp. In Ballantine, J.H. and Spade, J.Z. *Schools & society: A sociological approach to education*. (95-100). Belmont, CA: Wadsworth.
4. Friere, P. (1993) *Pedagogy of the Oppressed*. New York: Continuum. Pages 52-67

Second Essay Due:

- What inequalities have you noticed in your experience in education? How was your high school structured? Did you notice differences by gender, race, socioeconomic status, or other identities in certain courses or in certain groups of courses? How did your schools compare with other schools in your geographical area? Did you notice differences between city, suburb, and rural schools or between public and private schools? How does this picture compare and contrast with the portrayal of education in America by Oaks, Ornstein and Orfield?
- How does your experience this semester relate to the readings by Gatto, Moses, Gracey, and Friere? Do you see the children with whom you work at site as trapped within a school system, liberated by their school experience, or both? Why? What aspects of these students' situations make them appear trapped or liberated?
- Based on your experience and your consideration of the readings, what do you think is the most important role that schools should play in society? If you could design education yourself, what goals would you like to see education achieve? How would you design a classroom, a school system or a single lesson to achieve these outcomes? How does your vision of exemplary education compare and/or contrast with the examples you've seen at site, in the readings, and at the university this semester?

Monday November 19th

Making Schools Work

Readings Due:

1. Meier, D. 2002. *The Power of Their Ideas*. Boston: Beacon. "In Defense of Public Education/Central Park East," Chapters 1-2, P. 3-38
2. Nieto, S. 2003. *What Keeps Teachers Going?* NY: Teachers College Press, "Teaching as Hope and Possibility," P. 53-62
3. Noguera, P. 2003. *City Schools and the American Dream*. NY: Teachers College Press. "Finding Hope Among the Hopeless" P. 1-22
4. Tyack, D. 2003. *Seeking Common Ground*. Cambridge: Harvard U. Press, "Reflections": Pages 181-185

Monday November 26th FINAL PROJECT PROPOSAL DUE

Unanswered Questions

Readings Due:

1. Love, B.J. (2000) Developing a Liberatory Consciousness. In Adams, M. et al. (Eds.), *Readings for diversity and social justice* (242-243). New York: Routledge.
2. Yankelovich, D. (1999). *The magic of dialogue: Transforming conflict into cooperation*. New York: Simon & Shuster. "Transforming Casual Encounters Through Dialogue", Pages 73-89, and "From Expert Knowledge to Wisdom", Pages 186-200
3. Rabow, J., Chin, T. and Fahimian, N. (1999) *Tutoring matters*. Philadelphia: Temple. Section 5, pages 131-160

Monday December 3rd

Service, Self, and Making a Difference

Readings Due:

1. Herbert, S. (1991) On the realization of human potential: A path with heart. In Kolb, D et al (Eds). *The Organizational Behavior Reader*. Englewood Cliffs, NJ: Prentice Hall.

2. Mali, T. (2002) *What teachers make, or Objection overruled, or If things don't work out, you can always go to law school*. Retrieved December 3rd, 2006, from www.taylormali.com
3. Lord, A. (1993) There is no hierarchy of oppressions. In Andrewjewski, J. (1993) *Oppression and social justice: critical frameworks*. Needham Heights: Ginn Press. Pages 281-282
4. Rabow, J., Chin, T. and Fahimian, N. (1999) *Tutoring matters*. Philadelphia: Temple. Section 6: Ending the Tutoring Relationship, pages 161-185

Monday December 10th FINAL PROJET PRESENTATIONS

No readings or journal for this week: prepare final project presentations

*Please note: course instructors may modify the readings, assignments, and due dates during the semester as class needs dictate. You will be informed of any changes to the syllabus in class or via email messages.