San José State University
Department of Sociology
Sociology 57: Community Involvement and Personal Growth, Fall 2016

Course and Contact Information

Instructor: Chris J. Cox
Office Location: Sweeney Hall 333 (temporary); DMH 210 (permanent)
Telephone: (408) 924 - 5326
Email: Christopher.Cox@sjsu.edu Cj373@hotmail.com
Office Hours: T/Th 12:00 pm – 1:15 pm
Class Days/Time: T/Th 4:30 pm – 5:45 pm
Classroom: Engineering 301
Prerequisites: None

GE/SJSU Studies Category: This course fulfills the Core GE area E (Human understanding and development) requirement. As such, there is a minimum writing requirement of 1500 words.

Course Format: Service Learning (SL) Course

This course is a service-learning course, and students must complete an SJSU Service Learning Plan. You must participate only with an SJSU approved partner organization, and enter all required SL or Internship information in the SJS4-Spartans 4 Service database. More details are available at the links below.

- Definition of service learning: http://www.sjsu.edu/ugs/faculty/curriculum/guide/Courses/servicelearning
- University Policy S02-3 on service learning: http://www.sjsu.edu/senate/docs/S02-3.pdf
- University Policy S16-14 on Internships, Service Learning, and Off-Campus Learning Experiences: http://www.sjsu.edu/senate/docs/S16-14.pdf

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu to learn of any updates.

Course Description

This course will examine the interaction between individual lifespan development and involvement with various formal and informal communities (such as civic and volunteer organizations, ethnic and religious groups,
professional associations, etc.). We will explore factors that shape individual engagement with communities and the development of civic responsibility in our multicultural society. We will also consider evidence on how community engagement influences individual physiological, social/cultural, and psychological well-being.

We will also explore the concept of “social capital” – the notion that social networks have value for both individuals and societies. We will analyze the link between social bonds and life satisfaction for individuals, as well as the impact of civic participation on our society as a whole. Students will participate in and reflect upon a community service experience in an organization serving a multicultural population, and form a life plan for developing social capital through civic engagement. Students will come to understand the university as both a learning center and a multicultural community embedded within a larger social system.

Course Goals and Learning Outcomes

GE Learning Outcomes (GELO)

The general goals for the GE area E requirement are:

Students will understand themselves as integrated physiological, psychological, and social entities who are able to formulate strategies for lifelong personal development. Courses shall address challenges confronting students who are entering the complex social system of the university, so that students can employ available university resources to support academic and personal development.

Accordingly, there are specific goals and learning objectives set for this course. Upon successful completion of the course, students will meet the following objectives:

1. Students shall recognize the physiological, social/cultural, and psychological influences on their well-being. (GELO 1)
   *Activities designed to help you meet this objective:
   • Class readings, discussions
   • Pre- and Post-Assessment paper assignments

2. Students shall recognize the interrelation of these factors on their development across the lifespan. (GELO 2)
   *Activities designed to help you meet this objective:
   • Class readings, discussions
   • Term paper assignment
   • Pre- and Post-Assessment paper assignments

3. Students shall use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals. (GELO 3)
   *Activities designed to help you meet this objective:
   • Class readings, discussions
   • Service Learning project
   • In-class, small group discussion activities (such as active listening exercises and goal-setting exercises)
4. Students shall recognize themselves as individuals undergoing a particular stage of human development and recognize how their well-being is affected by the university’s academic and social systems, and how they can facilitate their development within the university environment. (GELO 4) *Activities designed to help you meet this objective:
  • Pre- and Post-Assessment paper assignments
  • Classroom presentations by community partners, campus organizations
  • Class readings, discussions
  • Final Group Presentation

**Course Learning Outcomes (CLO)**

5. Comprehend the concept, meaning, relationship and value of “community involvement and personal growth” as well as community, service, and learning; also, gain an understanding of citizenship with moral and civic responsibility to society.

6. Know fully a community agency; its organization, service programs, clientele & their needs, volunteer roles, community role, and social problems addressed.

7. Gain a sense of the discipline of sociology, particularly patterns of interactions between individuals, groups, and social institutions, as well as the influences of various cultural norms and values upon such interactions.

8. Demonstrate characteristics of intentional learners who can adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lifetimes; and, demonstrate the capacity to participate as a socially responsible member of civic, professional, cultural, and other communities.

Given that this is a sociology course, we will focus on individual development in terms of our interactions with other individuals, groups, and social institutions, as well as the influences of various cultural norms and values upon such interactions.

**Required Texts/Readings**

**Textbook**

Korgen, Kathleen; Jonathan White. The Engaged Sociologist (5th ed.)

**Other Readings**

There will be other readings posted onto Canvas.

**Library Liaison**

Kathryn Blackmer Reyes (408) 808-2097
Course Requirements and Assignments
* SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

*NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

The work in this class consists of two brief assessment papers, a midterm, a research paper, a minimum of 24 hours of community service, and a final exam. The instructions for each written assignment is listed below. Part of the community service grade consists of a journal to be kept by students, and a group presentation during the course. Journal writings will be based on linking students’ service experience with topics covered in the readings or class presentations. Most journal entries will be done for the students’ own edification, but select journal assignments will be given throughout the semester that will be turned in as part of the service portion of the grade. Participation in class discussions and small group discussions is expected.

Instructions for Major Written Assignments
*** (All papers are to be written in ASA, MLA, or APA format)***

Pre-Assessment Paper ~ My Community Involvement
Describe your personal history with civic involvement, volunteerism or community service, whether through participation in school, church, neighborhood, community or national groups or activities, and any advocacy or political action. How did you feel about your involvement? How did this impact your attitudes or perspectives toward others? Who benefited from your service or activity? What changes might you have effected?

Look up the definition of social capital (in Putnam), and looking at these connections, assess your social capital. How connected are you? In what networks are you engaged, and with what groups are you associated beyond family and friends? What community resources do you have at your disposal?

How do you understand community involvement? What are your expectations for this service-learning course? How does community involvement help you develop as a whole person, physiologically, psychologically, social/culturally? (3 to 4 pages of text; 750 – 1,000 words)

Research Paper – Social Issue and Solution: Either (A) Investigate a human need being met by the community organization at which you serve. This service agency is attempting to address a particular social issue or alleviate a social problem within the community such as homelessness, hunger, illiteracy, or poverty (you are not limited to these topics); Or (B) Research social forces that are affecting the community such as...
healthcare, immigration, violence, technology, mass media. Describe the social issue and efforts to remedy this problem from various perspectives. Clearly state your major thesis; that is, what is the problem is and what are the potential solutions.

Research this issue using articles and books from the library and the internet. You can also include information gathered at your service site from observations & interviews of employees and clients. Reference current news & media stories when applicable.

Be objective in analyzing the research data for your chosen problem. Be conscious of the physiological, psychological, social and cultural effects of this social problem on individual persons and groups. Provide a bibliography with at least five (5) references, including no more than two websites (5 to 7 pages of text; 1,250 to 1,750 words, not including the title and works cited pages).


Graded on: academic integrity, topic relevance to service, thesis statement, written quality, critical thinking in real world application, research quality, community service inclusion, bibliography, format and length.

**Post-Assessment Paper – My Civic Engagement, My Personal Growth – Now and Future**

Keeping in mind what you have studied in this class, and your involvement in the community (campus, city, etc), reflect on your experience, your accomplishments, how you have met the course learning objectives, how the course has impacted you, and how you might apply newfound knowledge, understanding or skills. Review the progression of your journal writing over the course of the semester.

What have you accomplished that was significant? What skills did you utilize? What learning objectives (see syllabus page one) were achieved? What feedback was helpful? Have you learned the value of “process” as much as “product”? How has this experience furthered your personal growth and holistic development – physiologically, psychologically, socially, and/or culturally? Which dimensions were influences in this class, and how will you cultivate these human dimensions over your lifespan?

How can you integrate civic participation into your life as a college student, and beyond? Formulate your intentions for future civic engagement. In what ways will you strengthen your social capital, and your connections to various communities of interest? How will these associations help you achieve your personal and professional goals? How will you practice moral and civic responsibility – as a citizen of democracy? What challenges to being an “educated citizen” do you anticipate? What would be your greatest life achievement? What are your hopes for the future of your community or your country ten years from now?

Throughout your paper, cite course readings (two since midterm) and reference “Citizenship Development and the American College Student” (approximately 4 pages; 1,000 words). *[This paper serves as the basis for your Final Group Presentation]*

**Ideas for Personal Journal Entries**
Here are some other aspects to observe and reflect upon:

- Agency Website Visit – describe your perceptions and learning from your agency’s website
- Detailed Field Observation - describe the agency environment in detail and its impact on you
- A Day in the Life - describe in full your service activity on a particular day and its effect on you
- What were highlights of your service this week? What were difficult moments?
- What new challenges did you take on? How did you handle these? What did you learn about yourself?
- What gaps do you recognize in your knowledge and skills related to this experience and/or population? How might you proceed in your learning to fill those gaps?
- Newspaper, periodical, movie or video connection – relate a media issue to your service field
- Career research - investigate, report on such career education, training, and opportunities

**Final Group Presentation – Summation of Learning Outcomes:** You & your group must summarize and demonstrate what you have learned from your course readings, discussions, class activities, research and especially community involvement (refer to your Post-Assessment Paper).

Think developmentally about your service learning over the semester and organize your presentation accordingly. Recall your initial thoughts, and the stages of your service experiences: entering into class, reading class materials, entering into your respective community service sites, etc. Draw all of these experiences together to “make sense” of them – apply the sociological imagination to your understanding of society, thinking of what you’ve learned of most value, how you have grown, and where you may go from here. A framework might be:

- Preliminary expectations and assumptions about community involvement and personal growth
- Where we served, why we served, changes in attitude about service
- What we learned about the community, its people, schools, organizations and social institutions

**Grading Information**

The grade breakdown for the course is as follows:

- Assessment papers: 20%
- Exams: 25%
- Research paper: 25%
- Community service: 30%

The midterm and final exam will be equally weighted.

**Final Examination**

University Policy S06-4 (http://www.sjsu.edu senate/docs/S06-4.pdf) states: “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.”

**General evaluation criteria for assignments:**
- Careful following of instructions
- Accurate and objective representation of theories, concepts, etc
- Thoughtful subjective responses to material, indicating thorough understanding
- Critical thinking in your response, with critical questions and answers to yet resolve
- Integration of concepts and ideas from readings, class discussions, service experiences, and relevant current events
- Proper format for written assignments; proper mechanics, grammar, and punctuation

The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>98% or up</td>
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<tr>
<td>A</td>
<td>92.1% - 97.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>88% - 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>82.1% - 87.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>78% - 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>72.1% - 77.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72%</td>
</tr>
<tr>
<td>D+</td>
<td>68% - 69.9%</td>
</tr>
<tr>
<td>D</td>
<td>62.1% - 67.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60% - 62%</td>
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**Students not engaged in service by the midterm risk failing the course.** No INC will be issued for failing to complete 24hrs of community service by the last class. No INC will be issued without a passing grade by the end of the term, nor without valid documentation of the reason for which the incomplete is requested.

*Students must have a signed Student Service-Learning Plan on file by the second week of community service.*

**Classroom Protocol**

1. Late Assignments: Assignments such as term papers will lose credit for every class meeting that they are late. These assignments must be turned in by hand during class (not by email) unless instructed to do otherwise. They must also be stapled! Papers over one week late will not be accepted unless a prior arrangement has been made with me. If you foresee a problem with meeting a deadline, you need to speak with me about it as soon as possible. Waiting until the last minute is not a good idea. Late exams need to be taken as soon as possible, and I need to be informed of your absence should it occur on an exam date.

2. Academic Honesty: Cheating on exams or written assignments is not allowed and will not be tolerated. Most importantly, this includes plagiarism on the formal written assignments. Basically, plagiarism includes using the words and ideas of others without giving proper credit, as well as the outright copying of others’ work. In cases of substantiated violations of the academic integrity policy (i.e., there is sufficient evidence that you have cheated on any assignment), you will automatically fail the course.

3. General conduct: Cell phones should not be used during class, and your phone’s ringer should be turned off. Text messaging is also not permitted during class. Please show courtesy to your fellow students and your professor by refraining from cell phone use during class. If you are having an emergency for which you need your phone on, come and talk to me before class begins.
* Also, there are times when we may discuss sensitive topics during class, or topics of controversy for which people may have extremely divergent views. Open discussion and debate is encouraged, but maintaining an atmosphere of mutual respect towards all that are in the class is of the utmost importance.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

• “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  o In order to get my permission for recording, a request must be submitted both verbally and in writing; it should specify whether the request is for the whole semester or on a class-by-class basis. There is no guarantee that such a request will be granted unless it is deemed necessary as an approved accommodation by the Accessible Education Center (AEC).
  o In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.
SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located in the Student Health Center. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
Sociology 57: Community Involvement and Personal Growth Fall ‘16

Course Schedule

This is a tentative schedule of all activities and assignments for the semester. It is subject to change with advance notice.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 25</td>
<td>Introduction.</td>
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<tr>
<td>2</td>
<td>Aug 30</td>
<td>Introduction continued. Read “Thinking About Social Change in America;” “The Strange Disappearance of Civic America.” Read Korgen/White chapter 1</td>
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<td></td>
<td>Sep 1</td>
<td></td>
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<tr>
<td>3</td>
<td>Sep 6</td>
<td>Foundations of Sociology; Theory. The Sociological Imagination Read: Korgen/White ch. 2; “The Sociological Imagination ch. 1: The Promise”</td>
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<td></td>
<td>Sep 8</td>
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<td>4</td>
<td>Sep 13</td>
<td>Civic participation. Read “Citizenship development and the American College Student”</td>
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<td>Sep 15</td>
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<td>5</td>
<td>Sep 20</td>
<td>Civic participation in the Bay Area. Read “Building Community…” Read Korgen/White ch. 3</td>
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<td></td>
<td>Sep 22</td>
<td>Pre-Assessment Paper due Thursday, September 22nd</td>
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<tr>
<td>6</td>
<td>Sep 27</td>
<td>Personal development (life course); social relationships and health. Read Maslow and Erickson excerpts (on Canvas); Read Korgen/White ch. 5</td>
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<td></td>
<td>Sep 29</td>
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<tr>
<td>7</td>
<td>Oct 4</td>
<td>Begin Community Service. Read “Kinds of Service” Read “Group Process”</td>
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<td>Oct 6</td>
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<td>8</td>
<td>Oct 11</td>
<td>Read “We Live Through Institutions”; Korgen/White ch.’s 10, 11</td>
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<td></td>
<td>Oct 13</td>
<td>Midterm Exam on Thursday, October 13th (Covers readings thus far).</td>
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<td>9</td>
<td>Oct 18</td>
<td>Participating in social change. Read “We Don’t Have to Be Saints”</td>
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<td></td>
<td>Oct 20</td>
<td>Read Korgen/White ch. 4</td>
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<tr>
<td>10</td>
<td>Oct 25</td>
<td>Stratification. Read Korgen/White ch. 7</td>
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<td></td>
<td>Oct 27</td>
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<tr>
<td>11</td>
<td>Nov 1</td>
<td>Multiculturalism. Read “Multiculturalism…” and “Immigrant Life…” articles.</td>
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<td></td>
<td>Nov 3</td>
<td>Research Papers Due November 3rd</td>
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<tr>
<td>12</td>
<td>Nov 8</td>
<td>Race, Ethnicity, Gender. Read Korgen/White ch.’s 8, 9</td>
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<td></td>
<td>Nov 10</td>
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<tr>
<td>13</td>
<td>Nov 15</td>
<td>Read “Hazards”</td>
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<td></td>
<td>Nov 17</td>
<td>Begin Group Presentations (tentative)</td>
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<tr>
<td>14</td>
<td>Nov 22</td>
<td>Read “Widening the Circle”</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<td></td>
<td>Nov 24</td>
<td>** No Class November 24(^{th}) (Thanksgiving)**</td>
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<tr>
<td>15</td>
<td>Nov 29</td>
<td>Read “Campus Compact: Civic Life in the Information Age”</td>
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<td></td>
<td>Dec 1</td>
<td>Read Korgen/White ch. 12</td>
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<td>16</td>
<td>Dec 6</td>
<td>Wrap up. Prepare for final exam</td>
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<td></td>
<td>Dec 8</td>
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<td></td>
<td></td>
<td><strong>The last day of instruction for the Fall semester is Monday, December 12(^{th})</strong></td>
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<tr>
<td>Final Exam</td>
<td>Dec 19</td>
<td><strong>Monday, December 19(^{th}) at 2:45 pm</strong> in our regular classroom</td>
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