

Community Service Professions: A Sociological Perspective

Teachers: Flora Russ and Annie Johnston

Course Description:

In this course students examine the core ideas and controversies in social welfare, explore a range of community service professions, and learn essential skills required in these fields, such as observation, report writing, accessing resources and analyzing the efficacy of social programs as well as of specific case management plans. Students read, analyze and write papers based non-fiction literature related to sociology and human services. Students incorporate fieldwork and ethnographic research into traditional analytical research papers, and apply the theoretical concepts they have learned to their practical experience in an internship setting.

REQUIRED TEXTS: (These books will be provided by CP Academy)

1.) *Nickle and Dimed: On (Not) Getting By in America* by Barbara Ehrenreich

2.) *The Spirit Catches You and You Fall Down* by Anne Fadiman

3.) *Savage Inequalities: Children In America's Schools* by Jonathan Kozol

Plus two books from the suggested reading list.

Skill Objectives and Outcomes:

1. Students will develop and demonstrate interpersonal communication skills necessary for effective helping, and will become familiar with expectations for ethical professional behavior within the human services field.
2. Students will identify the wide range of special populations who require assistance and analyze social dynamics to determine appropriate interventions among special populations in need of human services.
3. Students will use research, critical thinking, observation, fieldnote-taking skills, and technological resources specific to their focus area within human services (law, education, health and government) to develop and analyze case studies.

4. Students will research working conditions, training and education requirements for human service professions in one of the focus areas of law, health, education or government.
5. Students will learn and apply the vocabulary, safety precautions, technological resources, legal issues and institutional procedures specific to their field of interest.
6. Students will develop coherent and focused writing utilizing accurate and data-driven arguments with appropriate language, structure, and discourse style that incorporate field research and address relevant issues in the human services field.

Unit One: Introduction to the Field: What are Community Service Professions?
Nickle and Dimed

Unit Two: What Skills Do Community Service Professionals need?

Unit Three: Research and Records: How do Community Service Professionals Gather Data to Make Decisions? Savage Inequalities

Unit Four: Social Inequity, disparity issues and Cultural responsiveness.
The Spirit Catches You and You Fall Down

Unit Five: Professional ethics, ethical dilemmas in the field.
Independent reading from suggested reading list.

Unit Six: Accessing Community Resources to address community needs.
Independent reading from suggested reading list related to specific need focus.

Research the history of an organization in the human services field, and its impact on a sociological issue.

Interview professionals at the field study site. Document interviews for use as qualitative research source.

Observations, Objective Language, and Reporting Tools
Journal responses to the two required books, the field studies experience, and course activities.

Analytical term paper on a disparity issue in human services based on class and independent readings, interviews, and field experience. Argue a thesis, include a substantive bibliography and use MLA format for references.

Spring Major Assignments:

Journal responses to the required independent reading books, the field studies experience, and course activities.

Identify a specific need in the community upon which to focus. Research organizations in the local community that address that specific need and compile an annotated resource list that might be used to access support services.

Unit Seven: Applying social science methodology.

Group Project: Use observation and recording instruments, interviews, and other ethnographic sources to construct and present a case study on the impact of ethics and cultural competency on service delivery in a human service field.

Unit Eight: Portfolio Documentation

Add internship to resume, and documentation of Junior internship to portfolio.

Course Content

Fall Major Assignments:

Class Structure:

Three Hours minimum per week will be in internships, which must be identified and begun by the end of October. Mondays and Wednesdays will be internship days, although students who do their internships at other times must use that class time to work on course assignments. Internship hours must be documented, and internship supervisors will participate in student evaluation.

Fridays will focus on college and career preparation. Materials for that section of the class will be maintained in an in-class portfolio, which we will provide. Students who complete and document 60 hours above and beyond the required internship hours may earn 5 units of field studies credit.

Materials -- You must bring the following items to class each day:

- **Class Journal:** An 8 1/2 by 11 inch spiral-bound notebook for writing reflections, observations and reading responses. It will be used at your internship, in class, and for homework assignments. Your name and the name of the class must be on the outside.
- **Folder or section of a 3-ring binder** for handouts *just for this class*.
- **Writing Tools**

Portfolio: We will provide you with a portfolio in which to place your documentation of your internship, resume, letters of introduction and recommendation, personal statement and college/career exploration materials.

You must read both required and independent reading books each semester. Books on the recommended list will be available to borrow. Carry them with you.

Grades/Credit -- Your grade will reflect:

Completion of major assignments	50%
Participation in college/career search process	10%
Supervisor evaluation for internship, and personal reflection on internship	20%
Groupwork and in-class participation	20%

Late Policy:

Students will receive regular feedback and an opportunity to correct and improve a minimum of once a month.

All homework, including journal entries and other projects, must be ready at the beginning of the period on the due date. If you do not have a reflection on time, you may complete it later for partial credit when your journal is collected. Your journal will be collected at least once a month for feedback and evaluation.

You are responsible for making up all assignments missed during excused absences. You may have an extra day to make up work for each day you missed. In the case of absences of more than three days, talk to your teacher to make arrangements.

Major Assignments will be downgraded 10% for each day of lateness and will not be accepted after three days without an excused absence. Extensions for excused absences must be

**Suggested Reading List: Choose two books from this list
(required):**

- 1) *The Politics of Injustice: Crime and Punishment in America* by Katherine A. Beckett and Theodore Sasson
- 2) *No Place to Be: Voices of Homeless Children* by Judith Berck
- 3) *And Still We Rise: The Trials and Triumphs of Twelve Gifted Inner-City Students* by Miles Corwin
- 4) *Fires in the Bathroom: Advice for Teachers from High School Students* by Kathleen Cushman
- 5) *For Crying Out Loud: Women's Poverty in the United States* by Diane Dujon and Ann Withorn
- 6) *Golden Gulag Prisons, Surplus, Crisis, and Opposition in Globalizing California* by Ruth Wilson Gilmore
- 7) *Racism 101* by Nikki Giovanni
- 8) *Sleeping with the Mayor: A True Story* by John Jiler
- 9) *Black Education: A Transformative Research and Action Agenda for the New Century* by Joyce King
- 10) *There Are No Children Here: The Story of Two Boys Growing Up in the Other America* by Alex Kotlowitz
- 11) *Amazing Grace: The Lives of Children and the Conscience of a Nation* by Jonathan Kozol
- 12) *The Shame of a Nation: The Restoration of Apartheid Schooling in America* by Jonathan Kozol
- 13) *Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities* by Amanda Lewis
- 14) *Race to Incarcerate* by Marc Mauer
- 15) *Schoolgirls: Young Women, Self Esteem, and the Confidence Gap* by Peggy Orenstein
- 16) *Criminal Injustice: Confronting the Prison Crisis* by: Elihu Rosenblatt

- 17) *And the Band Played On: Politics, People, and the AIDS Epidemic* by Randy Shilts
- 18) *Why are all the Black Kids Sitting Together in the Cafeteria: A Psychologist Explains the Development of Racial Identity* by Beverly Daniel Tatum
- 19) *Paths to Homelessness: Extreme Poverty and the Urban Housing Crisis* by Doug A. Timmer, D. Stanley Eitzen, and Kathryn D. Talley