General Details
Meets: Mondays 9:40 a.m. to 10:30 a.m.
Location: SW 134
Office hours: By appointment, BEH S 320
Email: sophie.nathenson@soc.utah.edu

Act as if what you do makes a difference. It does.

~William James

I am only one, but I am one. I cannot do everything, but I can do something. And I will not let what I cannot do interfere with what I can do.

~Edward Everett Hale

Unless someone like you cares a whole awful lot, nothing is going to get better. It's not.

~Dr. Seuss

Overview of Course:
This course is designed to give you an opportunity to engage with your local community (Greater Salt Lake City, Utah) using the sociological imagination. It is assumed that you have a basic knowledge of the sociological perspective and have an interest in beginning to apply what you have learned in your own life. The main goal of this course is to give you the tools to observe, analyze, and participate in your community through service.

Over the course of the semester, you will join a specific organization or site that relates to a curiosity or passion you have. Often this will include service work related to a specific social issue or under-represented social group. During the first part of the course I will help prepare you for your fieldwork and we will get to know each other’s interests. Throughout your fieldwork we will meet weekly to discuss various aspects of diversity (race, class, gender, religion) and how they interact with institutions in society. You will be assessed on your ability to reflect on your experiences and contextualize them in the sociological
After taking this course, you will have: a) hands on experience working in a local organization  b) expanded knowledge of issues of diversity based on sociological literature  c) a greater understanding of the applied sociology  d) enhanced critical thinking and communication skills.

Textbook/Required Reading:
Although there is no required textbook, we will often discuss articles or news programs and it is important you come prepared so we can have a fruitful discussion. In class we will discuss how diversity impacts and is impacted by: education, health, poverty, and justice. You are encouraged to bring in news articles that relate to your area of study and service. I will occasionally bring in guest speakers or films that relate to diversity and social issues here in Utah.

Assessment Overview:
Your grade for this class will be contingent on completion of service hours, as well as a “call to action” report, a weekly blog post reflecting on your fieldwork, and a final project summarizing what you have learned/experienced.

Fieldwork:
Your fieldwork will begin in about the third week of class, depending on the formal preparation you may need. Your fieldwork will consist of 1-2 hours of service each week at a local organization under the general topics of education, health, poverty, and justice. Examples include domestic violence shelters, after school programs, homeless shelters, or detention/rehabilitation centers.

Call-to-Action Report:
This paper will summarize the social issue connected to the service site that you choose. In this report, you will give a description of the social issue as it appears in our community and a justification of the need for service in that area. Discuss how diversity (race, class, gender, sexuality, religion, etc.) relates to the issue. Feel free to draw on personal experiences or apply your own unique perspective. Think of this as a persuasive piece that you might present to a legislature or organization to seek support (i.e. funding, awareness) for that issue. This paper should be 3-5 pages, typed, double-spaced. We will share these reports in class.

Weekly Blog Posts:
Each week you will post on our Backyard Sociology Blog, where we share our experiences with using the sociological imagination in our own backyard. In these posts you will reflect and share with us a specific experience, general observation, or any other issue that comes up in your field work. It should be our goal to start to connect sociological concepts with examples from our own perspective.
participation in the community. Feel free to post video, photos, or links to other articles within the post.

**Monday Class Meetings:**
Attendance is very important, since we only meet briefly once a week. During these meetings we will discuss a reading, hear from a guest speaker, or share our experiences and challenges in our field work. These meetings will be informal so that we can get to know each other and have good conversations. Think of it like morning coffee with a friend—but make sure you’ve done the reading, because no one likes awkward silences. For non-coffee drinkers, I promise it will be a milk, water, and juice friendly environment.

**Final Project:**
To tie your semester together, you’ll produce a final project that links your service experience with a sociological perspective. This should be a thoughtful contribution, as it is in place of a final exam. You have two options for the final project. Option 1 is a term paper, approximately 5-6 pages. Option 2 is a video/mini-documentary (3-7 minutes). For both options you will include the following:

1. Background information on your issue/service site
2. Description of your service
3. How your issue connects with social theory
4. Your recommendations for future work in the field based on what you think would best enhance the impact of the organization on the issue

**Tentative Schedule: Subject to Change**

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>DUE</th>
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<tbody>
<tr>
<td>Aug 22</td>
<td>Introduction</td>
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<tr>
<td>Aug 29</td>
<td>Preparing for field work</td>
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<tr>
<td>Sept 5</td>
<td>Understanding diversity</td>
<td>Article-McIntosh</td>
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<td>Sept 12</td>
<td>Education</td>
<td>Begin Field Work</td>
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<td>Article-Kozol</td>
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<td>Sept 19</td>
<td>Experience Discussion</td>
<td>Call to Action Report</td>
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<td>Sept 26</td>
<td>Health</td>
<td>Blog Post</td>
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<td>Oct 3</td>
<td>Drugs &amp; Alcohol</td>
<td>Blog Post</td>
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<td>Article-Brownstein</td>
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<td>Oct 10</td>
<td>NO CLASS- FALL BREAK</td>
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<tr>
<td>Oct 17</td>
<td>Health</td>
<td>Blog Post</td>
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<td>Article-Marmot</td>
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<tr>
<td>Oct 24</td>
<td>Experience Discussion</td>
<td>Blog Post</td>
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Tentative Reading List:


Zimbardo, P. 1972. “The pathology of imprisonment.” Society, 9, 6:

Protocol for Plagiarism and Misconduct:
Following the Student Code means zero-tolerance for academic misconduct in this course. “Academic misconduct,” according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information…It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” For detailed definitions and possible academic sanctions please see: http://www.admin.utah.edu/ppmanual/8/8-10.html.

Accommodations for Students with Varied Learning Styles:

Americans with Disabilities Act (ADA): The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.