

# DIVERSITY SERVICE LEARNING

*True heroism is remarkably sober, very undramatic. It is not the urge to surpass all at whatever cost, but the urge to serve others at whatever cost. –Arthur Ashe*

**Diversity Service  
Learning  
SOC 3200-001**

SPRING SEMESTER  
2012 – T/H 10:45-12:05pm

Prof. Theresa Martinez  
Office: 304 BEH S  
Office Hours: by  
appointment



One thing I know; the only ones among you who will be really happy are those who will have sought and found how to serve.

~ *Albert Schweitzer*

You really *can* change the world if you care enough.

~ *Marion Wright Edelman*

One of things I keep learning is that the secret of being happy is doing things for other people.

~ *Dick Gregory*

You cannot do a kindness too soon, for you never know how soon it will be too late.

~ *Ralph Waldo Emerson*

It seems fitting to introduce the task of the course with quotes from Americans whose words focus on the act of giving and whose context in the class will become apparent as the course progresses.

This course is primarily an opportunity for U students to engage in community service work in the Salt Lake Valley working with diverse populations in various venues. The course will be focused on hands-on service work in the community. In addition, the course will explore issues of race/ethnicity, class, and gender through scholarly/empirical work, as well as provide the opportunity for students to develop leadership and presentation skills.

Specifically, students will choose a service site location such as a detention center, a school, or an agency so that they can engage in service activities on-site or field work. The first weeks of the class will focus on preparing students for their field work; while during the final weeks we will spend time reflecting on the field work. In the interim, for the majority of the semester, the class will meet regularly only once a week for discussion of course readings, visits from community guest speakers, and discussions of field work experiences. The other weekly class period will be a time for students to be

engage in field work at their service site or they can arrange to be on-site at a different time that is convenient in terms of resources and transportation.

## Course Objectives

I would like you to leave this course with: 1) hands-on experience with field work at a service site in the Salt Lake valley; 2) an expanded knowledge of concrete issues facing diverse populations in the community based on the site experience; 3) an expanded knowledge of some empirical literature and material on issues of race, class, and gender in the U.S. related to the concept of service; and 4) a basis for critical thinking about issues facing diverse populations in the community.

## Canvas

This course requires use of **Canvas**. You will be expected to retrieve and upload assignments and readings through Canvas throughout the course of the semester. It would be wise to sign into Canvas through the Campus Information System (CIS) as soon as you can so that you can see all required assignments and readings for the class.

## Required Reading

There are no required textbooks or required books of any kind for the class. Instead, you are required to read scholarly articles and web articles during the course of the semester. All required reading—articles and web article—can be accessed through **Canvas**. Web articles are generally brief. You are expected to read assigned articles by the dates noted in Canvas. For example, the Nancy Solomon, Michel Martin, and Kevin Whitelaw articles are due to be read by January 12<sup>th</sup>. The Patricia Hill Collins and Peggy McIntosh articles are due to be read by January 17<sup>th</sup>.

## Grading

Your grade will be based on a sociobiography, field work (which will entail feedback from site supervisors/personnel), a weekly e-journal, and a final paper. In addition, **attendance and class participation** are also considered significant to your grade. Due dates and exam dates will be "written in stone" unless you have been informed otherwise by me. If I don't hear from you **before** these dates you will be out of luck. In the interest of clarity, let us further break down the components of the grade.

### **Sociobiography (3-5 pages, TYPED Double-spaced)**

In this assignment you will write a brief biography focused on how your race/ethnicity, class, and gender have affected your life. Remember that each of us has a race/ethnicity, class, and gender even though we might not consciously realize their effects. For example, African Americans may be more conscious of their racial status than a white person. A white woman may be more conscious of her gender than a white man. A working class white man may be more conscious of his class status than a middle class Latino. If you focus, you will be able to see their effects whether positive or negative. Writing a sociobiography is a way for individuals to start thinking about themselves as a part of a large and complex society that both influences and is influenced by their actions. It is also a way to start thinking about how we are situated within a matrix of race/ethnicity, class, and gender in U.S. society and what that really means in concrete terms. More importantly, writing a sociobiography is a way to start thinking about how we are or are not privileged in this society with regard to race/ethnicity, class, and gender.

### **Field Work (2 hrs/week)**

Beginning in about the third week of class, students are required to engage in field work at one of several potential service sites in the Salt Lake valley including schools, detention centers, or other agencies (examples include schools, the YWCA, the Children's Center, the Road Home Homeless Shelter, Salt Lake Head Start, the Salt Lake Police Department, the Ronald McDonald House, Decker Lake Youth Facility, etc...). Students will contact the service site and arrange field work hours with a supervisor at the site prior to the third week of class. Send me via email the name and contact number of your site supervisor. If the service site requires training for volunteers, the student may count some training hours toward their field work hours (the YWCA, for example requires training hours). Students will be required to spend 2 hours each week at the service site, engaging in field work appropriate to the site. For example, students at detention centers may engage in in-takes, group therapy sessions, etc.; while students in schools may tutor or mentor elementary or middle school students.

### **Thursday Class Meetings**

With the exception of the first two and last weeks of the course when the class will meet on both Tuesdays and Thursdays, for most of the semester class meetings will be held on **Thursdays** during regular class hours. This will be a time to visit with community guest speakers, discuss assigned readings, and talk about the field work experience.

### **E-Journal (1 or more pages every week, TYPED Double-spaced)**

Each student will be expected to keep an on-going e-journal. Students will be required to **upload to Canvas** 1 or more typed e-journal pages **on Thursdays every week starting in the last week of January**. The e-journal will be a way for students to reflect on their field work experience over time, sharing anecdotes, fears, triumphs, or whatever the student believes is relevant. Students should relate their service learning experience to required reading.

### **Final Paper (4-5 pages, TYPED Double-spaced)**

The final paper is equivalent to the final exam for the course. It will consist of an analysis of your service learning experience in relationship to Patricia Hill Collins' matrix of domination theory which will be discussed at the beginning of the course. The paper should cover three things: 1. a **field work summary section** [no more than a page]—this section lets the reader know where you completed your field work and the kind of service activities you were involved in; 2. an **analysis section** [three pages]—this entails an analysis of your field work experience using Patricia Hill Collins' matrix of domination theory with support from required reading particularly with regard to issues facing diverse populations in the community. Quotations from readings and Collins to support your analysis are acceptable, but make them very brief, indented, and single-spaced; and 3. a **critique or evaluation section** [no more than a page]—this section can be as dramatic as you choose to make it and must entail a personal opinion of the service learning experience, the task, or both—it is not meant to be a summary of what you have already written. In the interests of the **TREES**, please **DO NOT use a cover page or bibliography** (unless you use sources outside the class material) or any type of folder. Simply type your name and class information in the upper left hand corner of the first page. **PROOFREAD!!** Poor grammar, spelling, etc... will suffer grade reduction. Also watch font and margin space. Keep font to no more than 12pt (as long as it is not Courier New) and margins to 1 inch on each side. Your grade will be reduced for large font and margins.

### **Reading/Listening**

Because there are no required texts for the class, the scholarly and web articles take on that much more significance in terms of your grade. Since part of class meetings will entail discussion of readings in class, this will be an opportunity for students to demonstrate that they have completed reading assignments. Take a hint and don't come unprepared. You can find all links to articles in **Canvas**.

## Information about the Center for Disability Services

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 this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All printed information for this course can be made available in alternative format with prior notification to the Center for Disability Services.

## Dates You Should Know

**24 Jan: Sociobiography due**

**Late Jan—Mid-April: E-journal pages on Thursdays**

**11 April: Final Paper**

## Course Outline

JAN	8	<b>Introduction</b>
	10	<b>Diversity: Race, Class, Gender and Beyond</b> <b>Nancy Solomon.</b> 10/31/09. Racial Achievement Gap Still Plagues Schools. <b>Michel Martin.</b> 10/18/10. How Important is Economic Diversity in Schools. <b>Kevin Whitelaw.</b> 1/13/10. Defining Diversity: Beyond Race and Gender.
	21	Martin Luther King Jr. Holiday
	15-17	<b>Theory Along the Matrix: Intersectionality of Race/Class/Gender etc...</b> <b>Patricia Hill Collins.</b> 1991. "Knowledge, Consciousness, and the Politics of Empowerment." Pp. 221-238 in <i>Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment</i> . New York: Routledge. <b>Peggy McIntosh.</b> 2001. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies." Pp. 95-105 in <i>Race, Class and Gender: An Anthology</i> (2 <sup>nd</sup> edition), edited by Margaret L. Andersen and Patricia Hill Collins. Stamford, CT: Wadsworth.
	22	<b>Field Work</b>
	24	<b>Class Meeting: Site/Reading Discussions, E-Journal Pages Due</b>

		<b>Larry Abramson.</b> 8/30/10. Parents Push for Diversity In New Orleans' Schools. <b>Allison Keyes.</b> 11/23/10. Doctor and Son: A Tradition of Service.
	<b>*24</b>	<b>Sociobiography Due</b>
	29	<b>Field Work</b>
	31	<b>Class Meeting: Guest Speaker, E-Journal Pages Due</b>
<b>FEB</b>	5	<b>Field Work</b>
	7	<b>Class Meeting: Site/Reading Discussions, E-Journal Pages Due</b> <b>Mandalit Del Barco.</b> 1/12/10. Ex-Gang Members Take a Bite Out of L.A. Crime.
	12	<b>Field Work</b>
	<b>14</b>	<b>Class Meeting: Guest Speaker, E-Journal Pages Due</b>
	18	Presidents Day Holiday
	19	<b>Field Work</b>
	21	<b>Class Meeting: Site/Reading Discussions, E-Journal Pages Due</b> <b>Stephen Clevenger.</b> 11/11/10. Native American "Warriors" Mark Military Service.
	26	<b>Field Work</b>
	<b>28</b>	<b>Class Meeting: Guest Speaker, E-Journal Pages Due</b>
<b>MAR</b>	5	<b>Field Work</b>

	7	<b>Class Meeting: Site/Reading Discussions, E-Journal Pages Due Tony Cox.</b> 1/22/07. Atlanta Mentoring Program Boosted by “100 Black Men”.
	10-17	Spring Break
	19	<b>Field Work</b>
	21	<b>Class Meeting: Guest Speaker, E-Journal Pages Due</b>
	26	<b>Field Work</b>
	28	<b>Class Meeting: Site/Reading Discussions, E-Journal Pages Due Enrique Rivera.</b> 10/3/09. Using Music to Mentor Venezuela’s Poorest Youth.
<b>APR</b>	2	<b>Field Work</b>
	4	<b>Class Meeting: Guest Speaker, E-Journal Pages Due</b>
	9	<b>Field Work</b>
	11	<b>Class Meeting: Site/Reading Discussions, E-Journal Pages Due NPR Story.</b> 11/28/10. How to “Thrive”: Dan Buettner’s Secrets of Happiness.
	<b>*11</b>	<b>Final Paper Due</b>
	16	<b>Field Work</b>
	18-23	<b>Final Class Wrap-Up</b>