

**SOC-630-01 CRITICAL PERSPECTIVES IN HUMAN SERVICE DELIVERY  
SBSB 4119, MONDAYS 5:30-9:20pm, SPRING 2018**

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Instructor: Mary Robertson  
Office: SBSB 4212  
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**COURSE DESCRIPTION**

Designed to assist students in understanding human service delivery from the diverse perspectives (of race, gender, class, age, sexuality, and disability) of those who receive services. Focuses on: 1) the historical development of social services in varying economic, political, social, and philosophical climates; 2) critical assessments of the theories and practices guiding social service delivery; and 3) the effectiveness of human services in meeting the needs of diverse groups.

**PROGRAM LEARNING OUTCOMES**

The MASP Program has five key "SLOs"; this course will reinforce four of them that were introduced to you earlier in SOC 501, 515 and 610:

- PSLO#1      Locate, analyze, assess and skillfully articulate a range of sociological scholarship and discourse
- PSLO#2      Critically apply a range of social theories to the development and assessment of social policies and programs in diverse contexts;
- PSLO#4      Demonstrate awareness of multiple standpoints, their social foundations in constructions of difference, inequality, privilege and oppression (e.g. gender, race/ethnicity, social class, sexuality, age, abilities, region, nationality), and their implications for social theory and social justice
- PSLO#5      Demonstrate ability to advocate for sociologically informed decision-making

**COURSE REQUIREMENTS AND EXPECTATIONS**

**REQUIRED COURSE MATERIALS**

- Go, Julian. 2016. *Postcolonial Thought and Social Theory* New York: Oxford University Press.
- hooks, bell. 2000. *Feminism Is For Everybody*. South End Press.
- Jacob, Michelle M. 2013. *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing* Tucson: University of Arizona Press.
- Panfil, Vanessa R. 2017. *The Gang's All Queer: The Lives of Gay Gang Members* New York: NYU Press.
- Spade, Dean. 2011. *Normal Life: Administrative Violence, Critical Trans Politics an the Limits of the Law* New York: South End Press
- Additional readings posted on Cougar Courses (CC)
- Feature length films, video, and audio clips will be used in class and are considered required course materials.

## RECOMMENDED COURSE MATERIALS

- *ASA Style Guide* (most recent edition is best)
- Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing* (any edition, although the newer the better)
- Strunk, William Jr. and E.B. White. *The Elements of Style* (any edition)

## COUGAR COURSES

- We will be using Cougar Courses in this class. For access, go to <http://cc.csusm.edu>. You should automatically be granted access to the Cougar Courses component of the class if you are officially enrolled in the course. If you have problems with access, please email [cchelp@csusm.edu](mailto:cchelp@csusm.edu) or call the student help desk at (760) 750-6505.
- You can find the reading schedule, assigned readings other than those in your textbook, assignment prompts and rubrics, an electronic copy of the syllabus and other useful resources on Cougar Courses.
- I will use Cougar Courses as a communication tool therefore **you are required to check it every weekday.**
- It is your responsibility to make sure your computer is compatible and kept up-to-date with the Cougar Courses software. See above for help resources.

## COURSE STRUCTURE

As a graduate-level seminar, the success of this course relies heavily on everyone being prepared for class meetings. You should expect to do a significant amount of reading, studying, reflecting, and writing in preparation for each class. Our meetings will be largely group discussion based, with brief lectures on key terms and concepts, augmented by guest speakers, films, and writing exercises.

## READING

Readings are assigned on a week-by-week basis. A copy of the reading schedule can be found below and is available on Cougar Courses. You are expected to complete all of the reading assignments, make ties to course concepts and integrate them into discussions and written assignments. **You should have completed the week's assigned readings before class meets on Monday evening.** Please bring the appropriate assigned readings with you every day that we meet.

## WEEKLY WRITTEN ASSIGNMENTS (30 points)

- You will be responsible for writing 10, one-page, typed reflections consisting of a concise synthesis of each week's readings. See **“Weekly Written Assignment Prompt” on Cougar Courses for full details.**
- Submit an electronic version of your written assignment to Cougar Courses by 5:30pm on Mondays AND bring a copy of your assignment to class for discussion.
- I will not accept late assignments or assignments submitted via email.
- You may write and submit more than 10 memos, in which case I will only count your 10 highest grades.

## DISCUSSION FACILITATION & PARTICIPATION (36 points)

- Each student will be responsible for *facilitating* 3 and *participating* in all of the small group discussions during the course of the semester.
- See **“Discussion Facilitation Assignment Prompt and Grading Rubric” on Cougar Courses for details.**

- We will assign groups and schedule facilitation dates on the first day class meets. The instructor is not responsible for any scheduling changes but you are welcome to work with your colleagues to swap presentation days if necessary.
- You are expected to attend all of the class meetings.
- Please keep in mind; the “best” participators are not necessarily those who talk the most, but those who have the most to say. Participation is not only about contributing your thoughts but also about being a good listener and showing support and respect towards your peers and the instructor.

### **RESEARCH PAPER OR EXAM (25 points)**

- For this component of your grade, you may choose to either write a take-home exam or write a research paper.
- If you choose to take the exam, you will have one week to respond to three questions with no more than a five-page response to each question (15 pages maximum).
- The other option will be a paper that aligns with your research interests. Think strategically about how you can make the work you do for this paper contribute towards future publishing projects or your thesis. An assignment prompt that includes all of the technical expectations and grading prompt for the research paper will be made available to you by week 6.
- You need to have a paper topic approved by March 5. If you do not have a topic approved by this date, you will have to take the exam.
- Both the exam and the paper are due Monday, May 14.

### **ASSESSMENT**

<b>Course Requirements</b>	<b>Points</b>	<b>SLO's Assessed</b>
Weekly Written Assignments	30	SLOs 1, 2, 4
Discussion Facilitation	36	SLOs 1, 2, 4, 5
Research Paper or Exam	25	SLOs 1, 2, 4, 5
<b>POINTS POSSIBLE</b>	<b>91</b>	

### **GRADING SCALE**

94% to 100% A	74% to 76.9% C
90% to 93.9% A-	70% to 73.9% C-
87% to 89.9% B+	67% to 69.9% D+
84% to 86.9% B	64% to 66.9% D
80% to 83.9% B-	60% to 63.9% D-
77% to 79.9% C+	Below 60% F

## **GENERAL CLASSROOM EXPECTATIONS**

- COVERT AUDIO & VIDEO RECORDING OF CLASS IS PROHIBITED. Please ASK permission.
- Please do not use your handheld digital devices during class unless asked to do so.
- Laptop use is not permitted in the classroom during lectures, but you may bring them to be used at appropriate times with my permission.
- Be on time, prepared and ready to work for the whole class period. Please bring the appropriate assigned readings with you to class.
- Be respectful of your neighbors and your instructor by not talking during lectures.
- Use the appropriate names and gender pronouns for everyone in class.
- Follow the classroom “Rules of Engagement”

## **OFFICE HOURS**

I encourage you to visit me and other faculty during office hours or by appointment as many times as you like over the course of the semester and into the future. As your graduate career progresses, you will rely more and more on mentoring and advising from faculty. Taking advantage of office hours visits with all of your professors and other faculty in the department will help you develop the relationships you will need to be successful in the future.

## **APPEALING GRADES WITH THE UNIVERSITY**

There is a formal grade appeal process established through the university if you are dissatisfied with my final decision regarding grades you are assigned in this class. You can find more information about this process here:

[http://www.csusm.edu/policies/active/documents/student\\_grade\\_appeals.html](http://www.csusm.edu/policies/active/documents/student_grade_appeals.html)

## **SOCIOLOGY AND CRIMINOLOGY & JUSTICE STUDIES STUDENT RESEARCH SYMPOSIUM**

March 12, 2018

Student paper and poster presentations and spoken word/story telling performances.

Interested in presenting? Please visit

<http://www.csusm.edu/sociology/symposium/index.html> for details.

## **UNIVERSITY POLICIES**

### **ABSENCE DUE TO UNIVERSITY ACTIVITIES AND RELIGIOUS BELIEFS**

CSUSM provides a fair opportunity for students to attend required courses in a manner that allows them to participate in the requirements of their sponsored activities and religious beliefs.

Official university events and activities such as fine arts performances, forensics, and other academic competitions supported by the university require participation by students as official members of groups. *Within the first week of classes*, a student who expects to be part of an official event shall notify the instructors of affected courses. At that time, the student shall request accommodation for any missed examinations or other assignments. If scheduling changes occur, the student shall immediately notify the instructors.

*By the end of the first week of classes*, students should notify instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances. An instructor who believes that the anticipated absences would preclude successful completion of the course or

would seriously affect the student's grade shall inform the student by the end of the second week of classes.

For the complete CSUSM policy on Student Absence from Class for University Events and Religious Observances go here:

[http://www.csusm.edu/policies/active/documents/Student\\_AbsencefromClassforUniversityEventsandReligiousObservances.html](http://www.csusm.edu/policies/active/documents/Student_AbsencefromClassforUniversityEventsandReligiousObservances.html)

### **ACADEMIC HONESTY**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Sanctions at the University level may include suspension or expulsion from the University.

For more information on the CSUSM policy on academic honesty go here:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **DISABILITY ACCOMODATION**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations are welcome to speak with me before or after class OR meet with me during my office hours if you prefer a more confidential exchange.

### **DISCRIMINATION AND HARASSMENT - Executive Order 1095**

The CSU, through its chancellor and presidents, is committed to creating an atmosphere in which all Students have the right to participate fully in CSU programs and activities free from unlawful Discrimination, Harassment and Retaliation.

It is CSU policy that no Student shall, on the basis of any Protected Status (Age, Disability, Gender, Genetic Information, Nationality, Race or Ethnicity, Religion, Sexual Orientation, and Veteran or Military Status) be unlawfully excluded from participation in, or be denied the benefits of, any CSU program or activity. Nor shall a Student be otherwise subjected to unlawful Discrimination, Harassment, or Retaliation for exercising any rights under this executive order.

Except in the case of a privilege recognized under California law (examples of which include Evidence Code §§1014 (psychotherapist-patient); 1035.8 (sexual assault counselor-victim); and 1037.5 (domestic violence counselor-victim)), any member of the University community who knows of, or has reason to know of, allegations or acts that violate this policy, shall promptly

inform the CSUSM Title IX Coordinator Bridget Blanshan (bblansha@csusm.edu or (760) 750-4056).

Employees and Students who violate this policy may be subject to discipline. If employee discipline is appropriate, it shall be administered in a manner consistent with applicable collective bargaining agreements, CSU policies, and legal requirements. Student discipline shall be administered in accordance with §41301 of Title 5, California Code of Regulations and Executive Order 1098, or any superseding executive order, if applicable.

For questions or concerns regarding Executive Order 1095 please contact the Student Affairs Office at 760-750-4056 or visit this website: <http://www.csusm.edu/title9/policy/EO1095.pdf>

### **DROP/ADD DEADLINES**

Add/Drop period begins the first day of classes, Monday, January 22 and runs through Friday, February 2, 2018. For details, go here: <https://www.csusm.edu/schedule/spring2018/index.html>

### **SAFE ZONE**

It is important for me to know that every student feels respected and at ease in my classroom and on campus. LGBTQA students may wish to know that I have received Safe Zone training from the LGBTQA Pride Center at CSUSM. My office hours are a safe space for you to come if you have any particular concerns with regard to LGBTQA issues. You may contact the Pride Center directly: <http://www.csusm.edu/asi/pc/>

### **STUDENT CONDUCT**

As a member of the Cal State San Marcos community, all students are expected to adhere to the Standards for Student Conduct. Please remember that the Standards for Student Conduct exist to maintain a fair, safe, and healthy living learning environment for students, faculty, and staff. Students are also expected to be good citizens, engage in responsible behavior, be civil to each other, and positively contribute to university life. Student behavior that is not consistent with the Standards for Student Conduct will be addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. For more information about CSUSM's student conduct policy go here: [http://www.csusm.edu/dos/studres/standards\\_student\\_conduct.html](http://www.csusm.edu/dos/studres/standards_student_conduct.html)

### **STUDENT OUTRACH AND REFERRAL (SOAR)**

SOAR is a centralized service for all members of the university community seeking to assist students in finding answers to questions, resolving concerns, or identifying opportunities to maximize their success at CSUSM. SOAR provides individual attention to students and facilitates personalized referral to university resources. Contact SOAR via their website [www.csusm.edu/soar/](http://www.csusm.edu/soar/) or call (760) 750-SOAR.

<b>Week: Date</b>	<b>Topic</b>	<b>To Read</b>
Week 1: 1/22	Introduction	No readings
Week 2: 1/29	History of Social Work & Social Policy	Ehrenreich: Chapters 1-3 (CC)
Week 3: 2/5	Street Level Bureaucracy	Lipsky: Preface, Chapters 1-6 (CC)
Week 4: 2/12	Postcolonial Theory	Go: Introduction, Chapters 1 & 2
Week 5: 2/19	Postcolonial Theory	Go: Chapters 3, 4 & Conclusion
Week 6: 2/26	Introduction to Feminism	hooks: all
Week 7: 3/5	Race and Social Policy	Neubeck & Cazenave: Chapters 1, 2 & 6; Rodriguez (CC)
Week 8: 3/12	Disability	Shuttleworth & Meekosha "Sociological Imaginary & Disability Enquiry in Late Modernity"; Dowse "It's Like Being in a Zoo"; Hollomotz "Disability, Oppression, and Violence"
Week 9: 3/26	Migration	Cantú "Border Crossers"; Lewis "Gay? Prove it!"; and tba
Week 10: 4/2	Queer Criminology	Panfil: Introduction, Chs. 1-4
Week 11: 4/9	Queer Criminology	Panfil: Chs. 5-7, Conclusion
Week 12: 4/16	Administrative Violence & Critiques of Rights Based Legislation	Spade: Introduction, Chapters 1-3
Week 13: 4/23	Administrative Violence & Critiques of Rights Based Legislation	Spade: Chapters 3-5 and Conclusion
Week 14: 4/30	Decolonization	Jacob: all
Week 15: 5/7	Conclusion	No readings
<b>May 14</b>	<b>Final Papers/Exams due by 5pm</b>	