

Sociology 10: Issues and Problems in American Society
Summer Session II: July 25-August 26, 2016
Social Science Building II, Room #075
Tuesdays/Thursdays 1-4:30pm

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Office Hours: T/TH 11-12:30pm, Terra Fresca (above College 9 & 10 Dining hall)

Course Description

This course uses a sociological lens to analyze issues and problems in United States. The class begins with a discussion of how a social problem is constructed and understood, and the history of colonialism and how it serves as the foundation for the present nature, structure, and function of American society. We will also take into account nature, the state, institutions, and social movements as a force that can shape and change human societies and history. From these issues we will explore problems that result from inequalities, like racism, classism, sexism, and environmental disenfranchisement. The course seeks to build what C.Wright Mills calls the *Sociological Imagination*, an analytical approach based on connecting personal experience (biographies) and social history, which is applicable to our everyday lives. We will engage with readings, lectures, presentations, and class projects that use classical and contemporary sociology, social theory, history, and community activism, as a method for building our collective sociological imagination and thinking through alternative interventions and solutions.

Course Objectives

1. Be familiar with the prevalence of major social problems in the United States.
2. Be able to think critically about major social problems and possible solutions.
3. Apply an intersectional analysis to the issues and problems discussed.
4. Understand the strengths and weaknesses of interventions aimed at solving social problems.
5. Work in collaboration with classmates to think through social problems and how others have responded and organized in the local community around said problems.
6. Learn how to build a Google Site as a community resource technology.

Required Readings

-*Contemporary Readings in Social Problems*. 2009. Edited by Anna Leon-Guerrero, Kristine Zentgraf. (*Buy at Literary Guillotine: 204 Locust St, Santa Cruz, CA 95060)

-All additional readings can be accessed via ecommons.

Be sure to complete readings before class so that we share an informed context for work in class. Lectures are based on the assumption that you have done the reading assigned for that day. I understand that not all students feel comfortable speaking up, so if you do not feel comfortable speaking up in the larger class, please show that you are listening attentively. You could also come up to speak to me during office hours so that we can discuss the material.

NOTE: Bring texts to class. Readings are to be completed by class time on the day noted below.

Course Requirements

Attendance 15 points

Quizzes 20 points

Midterm 25 points

Group Project & Presentation 40 points

Total possible: 100 points

Attendance (15 pts.): Attendance will be checked at the beginning of class and after the last break. Your presence in class is an essential part of your work in this course. Missing one single class session is the equivalent of missing an entire week of class during the year. If you come more than 15 minutes late or leave early, that will not count as full attendance for the session. You must stay the entire class time to receive full attendance credit. 1.5 points will be deducted for your 1st absence. Thereafter, 2 points will be deducted per absence. If you have any extenuating circumstances, medical or otherwise, please email me before class or soon afterwards. 3 or more unexcused absences warrant a *No-Pass* for the course. Attendance is also evaluated by intellectual participation and engagement in class discussion and exercises.

Quizzes: (20 pts.): *16 quizzes.* We will have daily reading and written in-class responses, which allow you to stay engaged with class discussion. This will be held in the first and last section of the class. In the first section, you will have a multiple choice/True-false/short answer reading quiz on each reading assigned for the day (8 quizzes/1.5 points each). The last section will include a written reflection on the readings and lecture that day (8 quizzed/1 point each). *Example reflection questions:* “Select two to three of the authors assigned. Using specific examples from the readings and lecture, discuss how their work has contributed to your understanding of issues and problems in American society. Explain what can be done in response to such issues and problems you address.”

Midterm (25 pts.): Consists of multiple choice, short answers, T/F and short essays. 1 page (one-sided) handwritten notes allowed. Study guide provided.

Group Presentation/website (40 pts.): In a small group (the number of students is contingent upon final enrollment), you and your classmates will examine a social problem discussed in the course. You will explore the work of a local organization/s (in the Bay Area) of your choice that seeks to serve marginalized populations in the community in at least one area we explored in this course: immigration, housing, health, education, employment, or mass incarceration. Your analysis needs to include readings, lectures, and materials from this class. You will conduct an evaluation of this organization, using your findings to create a resource website on Google Sites. In addition, you will write a 3-5 page paper and present your work to the class on the last day. I will give you a detailed description of this project on a separate handout.

Class Policies

Office hours

Office hours will be held on Tuesdays/ Thursdays from 11am-12:30pm in Terra Fresca. I am only on campus Tuesdays and Thursdays during summer session. If you have more pressing

matters, please email me and I would be happy to make arrangements to speak by phone.

Email etiquette

I will do my best to respond to your emails within 24 hours. When you send me an e-mail, write “SOCY 10” on the subject line to alert me to prioritize it. Do not use e-mail to ask questions about class materials. Refer to the syllabus. Ask these questions in class or during office hours. If you miss class, do not e-mail to ask what you missed. It is your responsibility ask your fellow students. I encourage you to find people in this course to discuss course materials with.

Deadlines for quizzes and papers

I will not accept late work. You will not be able to make-up quizzes if you miss these during class. You must turn in your quiz when it is due. The same goes for all assignments.

Disability Resource Center (DRC) accommodation

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first week of the Summer quarter. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

Plagiarism

I encourage students to discuss the readings and lecture materials in groups, but everyone must do their own work. I will be vigilant about academic honesty and plagiarism in your papers, exams, and quizzes. If you are found to have committed any form of academic dishonesty, you will be given a zero for the assignment, overall course, and disciplinary action will be taken. There is no do-overs. Use proper citation formats to acknowledge the work and creation of others. Take the time to clarify yourself with UCSC’s policies on Academic Misconduct Policy for Undergraduates: https://www.ue.ucsc.edu/academic_misconduct

**This course engages with issues and problems that affect humans and social groups in the United States. Due to this, readings, lectures, discussion, or media may make you feel discomfort, concern, and/or triggering feelings. Although the course material is accessible, some information may not be easy to hear, think or talk about. The purpose of this course is to learn new critical theoretical frameworks for understanding and analyzing the social world. My aim is to not tell you what to think but to offer you a new lens for examining the world and why others act and feel the way they do. By connecting our personal biography to history, we create more inclusive spaces for reciprocal dialogue and responses aimed at positive social change.

Course Reading Schedule and Deadlines

Week 1

7/26 Tuesday *Introduction to Issues and Problems in American Society.*

1. CRSP: C. Wright Mills. "The Promise." (p.2-6)
2. CRSP: William Ryan. "The Art of Savage Discovery: How to Blame the victim." (p.6-16)
3. Ecommons: Olena Hankivsky. 2014. "Intersectionality 101." The Institute for Intersectionality Research & Policy, SFU. (p. 1-19)
4. Ecommons: Charles Reardon. 1974. "The Politics of Drugs: an Inquiry in the Sociology of Social Problems." *The Sociological Quarterly* 15(3): 381-404.

*QUIZ #1

7/28 Thursday *Understanding History as the foundation for U.S. institutions today.*

1. Ecommons: Zinn, Howard. 2003 [1980]. *A People's History of the United States 1492-Present*. New York: HarperCollins. (Chapters 1 "Columbus, The Indians, and Human Progress" and 2 "Drawing the Color Line")
2. CRSP: Allan G. Johnson. 2001. "Capitalism, Class, and the Matrix of Domination" (p.32-36)
3. Ecommons: Howard Zinn. "The Optimism of Uncertainty" (p. 63-81)

*QUIZ #2

Week 2 Economic and Labor Structures

8/2 Tuesday *U.S Economy and its impact on the personal.*

1. Ecommons: Dalton Conley. pp. 19-66 in *Elsewhere, U.S.A.: How we got from the Company Man, Family Dinners, and the Affluent Society to the Home Office, Blackberry Moms, and Economic Anxiety.*

*QUIZ #3

8/4 Thursday *Labor and welfare: working and surviving in the United States.*

1. CRSP: Gary Hytrek and Kristine Zentgraf. "American Transformed." (p.112-126)
2. CRSP: Andrew Cockburn. "21st Century Slaves." (p.126-132)
3. CRSP: William Robinson. "Aquí estamos y no nos vamos!" Global Capital and Immigrant Rights." (p. 132-142)
4. CRSP: Mimi Abramovitz. "Welfare Reform in the United States: Gender, Race and Class Matter." (p.198-212)

*QUIZ #4

Week 3: Benefits and Limits of Institutions

8/9 Tuesday *The Nature-Human Interface*

1. CRSP: Mary Christina Wood. "Nature's Trust: A Legal, Political, and Moral Frame for Global Warming." (p. 274-288)
2. CRSP: Peter Dreier. "Katrina and Power in America." (p. 288-300)
3. CRSP: Rachel Morello-Frosch, Manuel Pastor, and James Sadd. "Integrating Environmental Justice and Precautionary Principle in Research and Policy Making." (p. 300-314)
4. Ecommons: Ben Payter. "Ripple Effect." Wired.
<http://www.wired.com/2016/06/flint-water-marc-edwards/>

Recommended reading: "California's Katrina is Coming."
<http://www.wired.com/2015/08/californias-katrina-coming/>

*QUIZ #5

8/10 Thursday Healthcare: *Who has the right to their body wellness?*

1. CRSP: Joan Busfield. "Pills, Power, People: Sociological Understanding of the Pharmaceutical Industry." (p. 172-183)
2. Alexandra Minna Stern. "Sterilized in the Name of Public Health." *American Journal of Public Health* July 2005, Vol. 95, No. 7, pp. 1128-1138.

Recommended reading: Irin Carmon, "For eugenic sterilization victims, belated justice."
<http://www.msnbc.com/all/eugenic-sterilization-victims-belated-justice>

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Week 4: The Right to Move and the Right to Stay

8/16 Tuesday *Immigration: Building, and Exclusion from, the National Project*

1. Ecommons: Yen Le Espiritu. 1994. "The Intersection of Race, Ethnicity, and Class: The multiple Identities of Second-Generation Filipinos." *Identities* 1(2-3): 249-273.
2. Ecommons: Tanya Golash-Boza and Pierrette Hondagneu-Sotelo. 2013. "Latino Immigrant Men and the Deportation Crisis: A Gendered Racial Removal Program." *Latino Studies* 11(3): 271 -292.
3. Ecommons: Veronica Terriquez. 2015. "Intersectional Mobilization, Social Movement Spillover, and Queer Youth Leadership in the Immigrant Rights Movement." *Social Problems* 62(3): 343 - 362.

*QUIZ# 6

8/18 Thursday *Housing and Gentrification: Who has the Right to the City?*

1. Ecommons: Nancy Raquel Mirabal. 2009. "Geographies of Displacement: Latina/os, Oral History, and The Politics of Gentrification in San Francisco's Mission District." *The Public Historian* 31(2): 7-31.
2. Ecommons: David Harvey. 2003. "The Right to the City." *International Journal of Urban and Regional Research*.

3. Ecommons: Saki Knafo, "Is Gentrification a Human-Rights Violation?" The Atlantic, September 2, 2015.

*QUIZ #7

***Turn in hard copy of Project paper**

Week 5: Reversing the Pipeline

8/23 Tuesday *Understanding the construction of California's Golden Gulag.*

1. Ecommons: Ruth Wilson Gilmore. Pp. 1-29 in *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California.*
2. Ecommons: Nancy A. Heitzeg. 2009. "Education Or Incarceration: Zero Tolerance Policies And The School To Prison Pipeline." Forum on Public Policy Online.

*QUIZ #8

8/25/ Thursday *Education from "below:" collective learning for social change.*

1. CRSP: Michael W. Apple. "Ideological Success, Educational Failure?: On the Politics of No Child Left Behind." (p. 162-171).
2. Ecommons: Freire, Paulo. 2000. *Pedagogy of the Oppressed.* New York: Continuum. (Chapter 2, p.71-86)
3. Ecommons: Cindy Cruz. 2012. "Making Curriculum from Scratch: Testimonio in an Urban Classroom." *Equity & Excellence in Education* 45(3): 460-471.

****GROUP PRESENTATIONS: Google Sites**

Have a great rest of your summer!

Last Notes

Summer school workload

It is crucial to keep in mind that each summer session represents a full quarter's work – in other words, the 15 hours per week that one is normally expected to devote to each 5-unit course during the regular academic year is, in this context, 30 hours per week. That includes the 7 hours you are in class each week, leaving 23 hours outside of class to devote to reading (which is about 100 pages per week), writing, reflecting on the material, and studying for quizzes/exams. I reserve the right to modify or change this syllabus at anytime during the quarter (of course with proper notice).

Classroom structure

I approach teaching as a reciprocal exchange of ideas that benefits both students and professor. To help supplement lectures, classroom exercises, presentations, and materials will ask you to be an active participant in your learning process. I respect your interests, needs and viewpoints with regard to the discussions and materials. If you have any suggestions for videos, media, poems,

art, etc, or any other resources that you feel is related to the material, please send it to me and I will be more than happy to incorporate it into class.

Respect in the classroom

I ask that you please be respectful of others in class by allowing each speaker to complete their comments without interruption. Please be mindful that everyone has a unique point of view derived from individual experiences. My hope is to create a safer space for active discussions and to allow you to feel comfortable expressing your thoughts on course materials and other related issues. You will be asked to leave the class altogether if you use aggressive, offensive, or hateful language in the class or in exchanges with other students of the class. Lastly, I do not allow laptops, cell phones, tablets (and other electronic devices) in class because it is a distraction to myself and other students. If you have your readings on a tablet, it is okay to use it during class discussion or group work.

Communication

Lastly, I am an understanding person and am sensitive to the fact that life “happens” at times that might put us off our academic plan. If issues arise that cause you to not be able to complete assignments on time, please come see or contact me as soon as possible. Coming to me in the final week seeking extra points to pass the class is not okay and I can not help you at that point. Communication is key!

I look forward to learning with you this summer!