

## SOCIOLOGY 10: ISSUES & PROBLEMS IN AMERICAN SOCIETY

<b>Dates</b>	Summer Session II: July 27-August 28, 2015
<b>Days and Times</b>	Tuesdays and Thursdays, 9AM-12:30PM
<b>Location</b>	Social Sciences Building 2, Room 159
<b>Instructor</b>	Jimi Valiente-Neighbours
<b>Contact</b>	jvalient@ucsc.edu
<b>Office Hours (OH)</b>	Tuesdays 12:30-2PM and by appointment
<b>OH Location</b>	Terra Fresca Café

“American history is longer, larger, more various, more beautiful, and more terrible than anything anyone has ever said about it.”  
-James Baldwin

“There are scores of people waiting for someone just like us to come along; people who will appreciate our compassion, our encouragement, who will need our unique talents. Someone will live a happier life merely because we took the time to share what we had to give.”  
-Leo Buscaglia

“Things happen for a reason they say, but I say there’s a reason things happen.”  
-Blue Scholars

### Course Description

Danielle S. Allen, professor at the Institute for Advanced Study in Princeton, New Jersey, distinguishes between “historic injustice” and the “historicity of present injustice.” Here’s how they are different: “historic injustice” frames an issue like slavery, for example, as something that happened in the past. The term facilitates a moving (on) from the past to the present. In contrast, to *historicize* a present injustice is to see how an issue or problem in American society today has historical roots, such as the context of the prison-industrial complex in slavery, and how with that acknowledgement, we can seek to transform our society towards social equality.

In this course, we will explore how American history is still at work in our society today: in our social and physical landscapes, as well as social institutions and economic structure. We will also explore specific issues related to race, class, gender, sexuality, ability, and other areas of social inequalities. Using classical and contemporary sociology, we will address pressing issues and problems in American society from the colonial to the contemporary period. We will have readings, writing assignments, and discussions that encourage us to develop our “sociological imagination” as introduced by C. Wright Mills. This approach will be based on personal experiences (biographies) and social history, in order to examine and analyze how our histories and present conditions connect us to each other. The hope is that this “sociological imagination” will lead us to imaginative and workable solutions to existing and future social problems.

**\*\*REQUIRED\*\* Texts: (Both are available at the Bay Tree Bookstore.)**

1. SOCY 10 Course Reader and
2. Grace Lee Boggs, *The Next American Revolution: Sustainable Activism in the 20th Century* (2011)

**Course Requirements**

Attendance	10 points	Quizzes	15 points
Papers	15 points	Group Presentation	20 points
Midterm	20 points	Final	20 points

Attendance and Participation: I will take attendance every time we meet. I expect that you come to class having completed the assigned readings and prepared to participate during the discussion portions of our class meetings. **10 points total**

Quizzes: There will be at least 1 quiz per week. The questions will be based on either or both the lectures and the readings. You will not be able to make these up. **15 points**

Papers (3 total): For each paper (5 pages, double-spaced, 1-inch margins, 12-sized Times New Roman font), I will ask you to engage with class readings, discussions, and lecture materials and to examine how course concepts and ideas may apply to your own life experiences and your understanding of the world. You may also consider the issues/problems in American society that we cover in the course more deeply, their historical roots, the debates around them, and the various suggestions for solutions. These papers are due at the beginning of the class on the following deadlines: Week 2 Tuesday, Week 3 Tuesday, and Week 4 Tuesday. **15 points total**

Group Presentation: In a small group (the number of students is contingent upon final enrollment), you and your classmates will examine and analyze a local organization (in Santa Cruz county) of your choice that seeks to serve marginalized populations in the community in at least one area or social issue we explored in this course: immigration, housing, health, education, employment, or mass incarceration. Your analysis needs to include at least two readings from this class, the Boggs reading, and use the lens of anti-racism as proposed by the People's Institute of Survival and Beyond. **20 points**

**Course Policies**Presence, preparedness, and participation

Ten points of your total grade will be based on attendance and participation. This means that you are in class on time everyday for the full time, from 9AM-12:30PM. More importantly, you are engaged and involved, which means that you are not checking social media sites or e-mails during class. I will allow students to take notes with their laptops, but only during the "lecture" portion. I ask that students put away laptops during discussions, films, and activities. Phones must be put away at all times.

Summer Session Students with Disabilities

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me as soon as possible, preferably within the first week of the Summer Session. Contact

DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu) for more information. Check out their website at: <http://drc.ucsc.edu/services/index.html>. Please do not hesitate to ask questions about this matter.

### Academic integrity and 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 and quizzes. In the case that I find academic dishonesty happening, I will give the student zero points for the entire assignment, if not for the entire course, as well as pursue disciplinary action. There will be no opportunity to rewrite or redo the assignment. Students must use proper citation formats to acknowledge the work and creation of others. Take the time to clarify yourself with UCSC's policies: [http://undergraduate.ucsc.edu/acd\\_integrity/index.html](http://undergraduate.ucsc.edu/acd_integrity/index.html).

### E-mail etiquette

I will do my best to respond to your e-mails promptly, but do not expect me to respond immediately. Some students expect responses within minutes, but that is not always possible. 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. 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 with whom you can discuss course materials.

### Office hours

I encourage you to attend my office hours, even just to introduce yourself and especially if you would like clarification on the readings and lecture materials. If you cannot make the set office hours, I would be happy to arrange an appointment, but please be considerate and be prompt to the appointment.

### 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 your papers. If I do not yet have your papers in my hand after I have begun lecture on the Tuesdays they are due, I will consider your paper late for the day and subtract 5 points out of 20. Do not interrupt lecture to turn your paper in. You have until 12:30 PM that day to turn it in. After 12:30 PM, I will no longer accept your paper and you receive 0 points for it.

### **Important Dates**

August 3	Drop Deadline	August 4-14	Withdrawal Period
August 7	Deadline to Change Grade Option	August 27	Final Exam
September 5	Grades Posted		

**Course Reading Schedule and Deadlines: IMPORTANT:** Come to class prepared to discuss the assigned reading materials.

Week 1, 7/28 Tuesday and 7/30 Thursday

*Questions: How do we think about social problems in the U.S. context? Who belongs in “we, the people”? How has this been and continues to be determined?*

1. Anzaldúa, Gloria. 2012 [1989]. *Borderlands/La Frontera: The New Mestiza*. San Francisco, CA: Aunt Lute Books. (Chapter 1: “The Homeland, Aztlán / El Otro México”)
2. Foner, Eric. 1998. *The Story of American Freedom*. New York: W.W. Norton & Company, Inc. (Introduction and Chapter 1)
3. Zinn, Howard. 2003 [1980]. *A People’s History of the United States 1492-Present*. New York: HarperCollins. (Chapters 1 and 2)

Recommended:

Mills, C. Wright. 2000 [1959]. *The Sociological Imagination*. New York: Oxford University Press. (Chapter 1: “The Promise”)

Week 2, 8/4 Tuesday

*Questions: How do issues of diversity intersect with the issues of housing, segregation, gentrification, and the delimiting of “public” spaces?*

1. Massey, Douglas S. and Nancy A. Denton. 1998. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press. (Chapter 1: “The Missing Link”)
2. Chang, Jeff. 2005. *Can’t Stop Won’t Stop: A History of Hip-Hop Generation*. New York: St. Martin’s Press. (Chapter 1: “Necropolis: The Bronx and the Politics of Abandonment”)
3. Klein, Naomi. 2002. *No Logo*. New York: Picador. (Chapter 1: “New Branded World”)

**Film during class:** *Race: The Power of an Illusion* (Episode 3)

Week 2, 8/6 Thursday

*Questions: How do issues of diversity intersect with the issues of health (well-being), healthcare, in the U.S. and globally? How is environmental health linked to human health? What is ableism and disability justice?*

1. Brulle, Robert J. and David N. Pellow. 2006. “Environmental Justice: Human Health and Environmental Inequalities.” *Annual Review of Public Health* 27:103-124.
2. Farmer, Paul. 2003. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkeley: University of California Press. (Chapter 1: “On Suffering and Structural Violence.”)
3. Mingus, Mia. 2011. “Changing the Framework: Disability Justice, How our Communities can Move Beyond Access to wholeness.” *Leaving Evidence Blog*: <https://leavingevidence.wordpress.com/2011/02/12/changing-the-framework-disability-justice/>.

Week 3, 8/11 Tuesday

*Questions: How do issues of diversity intersect with the issues of education, employment, or mobility? Why are my public school fees so high?*

1. Boaler, Jo. 2003. "When Learning No Longer Matters." *Phi Delta Kappan* 84(7): 502-506.
2. Freire, Paulo. 2000. *Pedagogy of the Oppressed*. New York: Continuum. (Chapter 2)
3. Newfield, Christopher. 2008. *Unmaking the Public University: The Forty-Year Assault on the Middle Class*. Cambridge, MA: Harvard University Press. (Introduction)

Week 3, 8/13 Thursday \*\*\*\*NOTE: LOCATION CHANGE FOR THE DAY\*\*\*\*

**9AM-11AM MIDTERM EXAM**

**11AM -12:30PM Cell Tour by Barrios Unidos and Panel on Prisons**

For this class, we will be NOT be meeting at our usual classroom in the Social Sciences Building. **Instead, we will hold the exam in College Eight Room 252.** This room is accessible to students with mobility concerns. Bring one blue book with you. **Remember:** if you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me as soon as possible, preferably within WEEK 1 of our session.

After the allotted 2-hour exam, we will walk together to the **College Eight Plaza** to see the "Cell Tour" provided by the local organization Barrios Unidos. After this tour, we will have a diverse group of panelists who were or continue to be involved working with incarcerated people.

Week 4, 8/18 Tuesday

1. Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press. (Introduction and Chapter 5)
2. Brewer, Rose M. and N.A. Heitzeg. 2008. "The Racialization of Crime and Punishment: Criminal Justice, Color-Blind Racism, and the Political Economy of the Prison Industrial Complex." *American Behavior Scientist* 51(5): 625-44.

Week 4, 8/20 Thursday

*Questions: What does a social movement look like? Where can we go from here?*

Boggs, Grace Lee. 2011. *The Next American Revolution: Sustainable Activism for the Twenty-first Century*. Berkeley: UC Press.

Week 5, 8/25 Tuesday

Finish Boggs **and** **GROUP PRESENTATIONS**

Week 5, 8/27 Thursday:

Finish group presentations, if necessary **and** **CUMULATIVE FINAL—Congratulations!**