

IDS 2113
Society and Social Issues
Spring, 2008
Tuesday/Thursday 11:00 -12:15
3.214 DB Downtown

Instructor: Claire Roberts
Office: 2.210 Main Building, cubicle #1
Office Hours: 3:30 p.m. to 5:00 p.m., Thursday (MB) or by arrangement
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DEPARTMENT OF INTERDISCIPLINARY LEARNING MISSION AND GOALS:

MISSION: The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. The mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

GOALS: The department of ILT will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate context and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgement of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity

CATALOG DESCRIPTION: This course is an historical study of social and institutional phenomena, including ethnicity, gender, and social conflict.

COURSE GOALS:

- To challenge the students to think critically about the social issues being faced at the beginning of the 21st century.
- To enable the students to articulate research-based analysis of those social issues.
- To equip the students to integrate various disciplines for a deeper understanding of those issues and of their individual perspective on those issues.

POLICIES/PROCEDURES:

Attendance: Attendance will be taken and is essential for success in this class. If you know in advance that you will miss a class, please discuss it with the instructor prior to the absence. Absences will reflect negatively on the participation component of your grade (possible 5 point deduction per class).

Tardy: Missing more than 30 minutes of a class will constitute an absence.

Make up work: Make up work will be handled on a case-by-case basis. Absentees are responsible for all missed work and for turning in work that may be due on the date that is missed. Generally, late work is not acceptable, but please contact the instructor under extenuating circumstances.

Other: Please refer to the *University Handbook of Operating Procedures*, chapter 2, section 2.37 regarding scholastic dishonesty and chapter 5, section 5.17 regarding student fitness to teach. All cell phones and beepers should remain off for the duration of the class session, laptops should be used during note-taking sessions only.

Note: If an accommodation relating to a disability is needed, please contact the instructor before the second class session.

Criminal Background Check: Criminal background checks will be conducted by area ISD's and other receiving agencies on all students enrolled in selected undergraduate courses in the College of Education and Human Development (COEHD). Since observation and interaction with minors is required for successful completion of degree programs in the COEHD, students who do not have a clear criminal background check may not be able to continue in the programs of the College.

PARTICIPATION: This class will be designed to engage students in a thoughtful and reasoned consideration of complex and controversial social issues. Students will be expected to read prior to most class sessions and should be prepared to discuss and evaluate those issues in a scholarly manner. Students

will also be expected to write reflection pieces in support of outside reading assignments. An additional component of the course is successful completion of a service-learning project. Details will be posted to WebCT.

ASSIGNMENTS: All assignments must be typed and appear professional. The course grade will be determined as follows:

- Participation points – TBD – class discussion, reflection essays on outside reading, group presentation (seminar) on assigned chapter (20 %)
- Service learning component (20 %)
- Midterm assessment (20 %)
- Issue Analysis – to be explained in class along with grading rubric (20 %)
- Final Exam (20 %)

TEXTS: Kendall, D (2006). *Social Problems in a Diverse Society: 4th edition*.
Loeb, PR (2004). *The Impossible Will Take a Little While*.

TENTATIVE CLASS SCHEDULE:

SESSION/DATE/FOCUS:

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| Week 1 | (Jan 15, 17) Class introduction, syllabus. Kendall ch. 1 & 18, Introduction to “The Impossible”, explanation of service-learning component, possible presentation by CIS |
| Week 2 | (Jan 22,24) Organization of group seminars and explanation of Grade and assignment. Choose chapters, reflection assignment, Pre-project proposal and justification due Thursday |
| Week 3 | (Jan 29,31) Teacher-led seminar on Kendall, ch. 2. Explanation of Issue Analysis and rubric on Thursday. Brainstorm topics |
| Week 4 | (Feb 5, 7) Group seminar on Kendall ch. Proposal for IA due. Assign reflection for SPLC video. |
| Week 5 | (Feb 12, 14) Discuss reflection. Group seminar on Kendall ch. Happy Valentine’s Day – class time for independent work on Service-learning project. Assign reflection. |
| Week 6 | (Feb 19, 21) Group seminar on Kendall ch. Discuss reflection. Exam review. |
| Week 7 | (Feb 26, 28) MIDTERM ASSESSMENT – may include student – |

Generated questions. Status reports on Issue Analysis and Service Learning Project will count as participation points. One class Session devoted to independent work on Issue Analysis.

Week 8 (Mar 4, 6) Southern Poverty Law Center videos with reflection, Group seminar, Kendall ch.

Week 9 (Mar 11, 13) Group seminar, Kendall ch. Discuss and assign Reflection. Review status reports on IA and SL projects via “Think, Pair, Share”

SPRING BREAK – NO CLASS MARCH 18, 20

Week 10 (Mar 25, 27) Group seminar, Kendall ch. SPLC video with Reflection. Review IA and SL projects/questions.

Week 11 (Ap 1, 3) ISSUE ANALYSIS DUE APRIL 1ST!!! Group seminar From Kendall, ch. Explain “People’s Choice” on “The Impossible” Discuss video and assign reflection.

Week 12 (Ap 8, 10) Group seminar, Kendall ch. SPLC video and reflection.

Week13 (Ap 15, 17) Group seminar, Kendall ch. Discuss video and Reflection. Revisit “People’s Choice” assignment

Week 14 (Ap 22, 24) IDEA SURVEY. SERVICE-LEARNING LOG AND POST-PROJECT REFLECTION DUE APRIL 22ND!!! Debrief SL Project. Class discussion of “People’s Choice” from “The Impossible” for participation points.

Week 15 April 29th – Final Exam Review. May 1--Student Study Day

Week16 MAY 6TH FINAL EXAM, 10:30 to 1:00 p.m.